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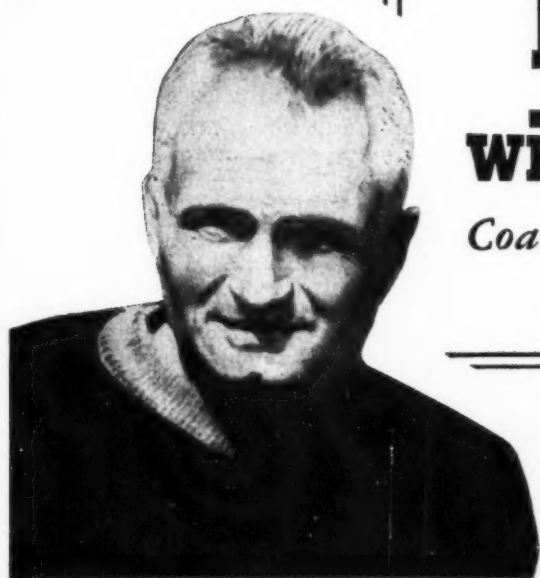
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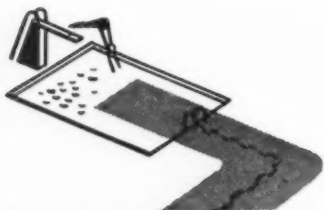
WHEATIES

WITH MILK OR CREAM AND FRUIT

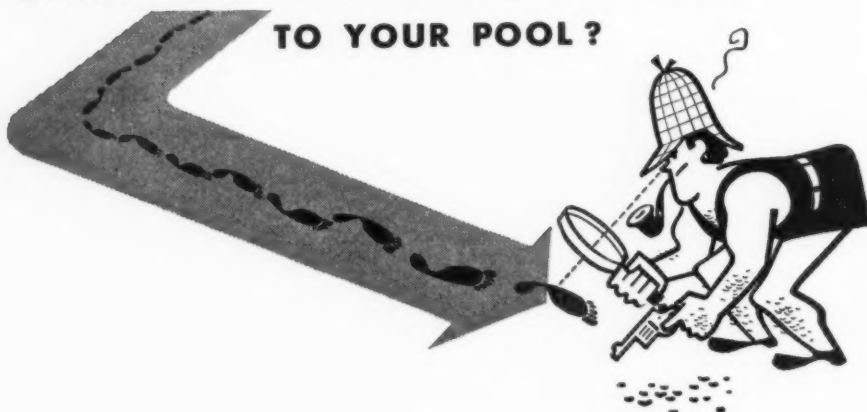
"Breakfast of Champions"

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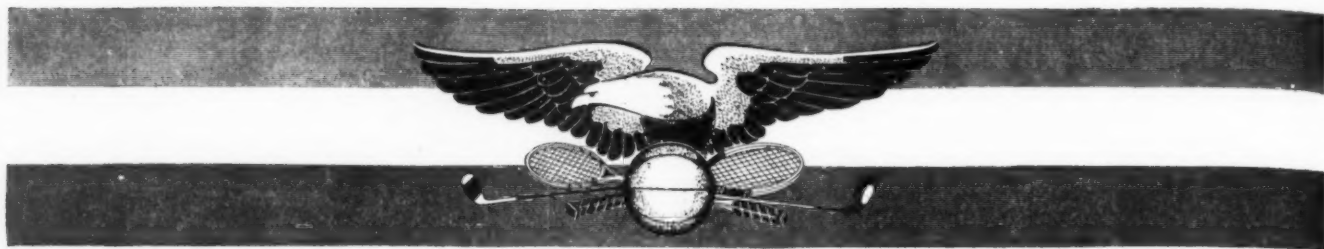
The Hood "Hoopster," with "Posture Foundation" also brings you the new "Rubalock" Sole—built on the principle of modern non-skid tires, with 4 levels and "staggered" tread. Positive grip for quick stops and pivots. Coaches everywhere say "It's the Buy of the Year!"

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● Not much more than half a century ago the shoe-making industry hailed what they thought was the final perfection of lasts. That was when rights and lefts were invented. Shoemaking lasts have changed very little since that time because shape retaining, serviceable and comfortable shoes were achieved.

Now Spalding's Top-Flite "Last-Bilt" Basketballs are starting a new era in leather basketball manufacture. These new balls are made on lasts which assure finger-tip control and long-lived retention of shape. Your team should have every break coaching and science can provide.

Put Spalding Top-Flite "Last-Bilt" balls in their hands and watch the points roll up.

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BASKETBALL EQUIPMENT

WE have always had the itch to be an inventor. The trouble has been what to invent? We used to toy with the idea of a perpetual motion machine, but we were advised that such was not practical. In recent years we have leaned towards football paraphernalia. Now we turn to the field equipment section of a catalog as eagerly as a swain to the love-lorn column of a newspaper.

Given the proper inspiration, we have always said, we could turn out a tackling dummy that would top all the others. Last week came the inspiration. It arrived in two packages; one, a new catalog listing sixteen types of dummies, including "blocking armor"; the other, a mis-directed copy of *Women's Wear*. Here on one hand was seemingly the latest word on dummies and on (or in) the other hand the catalyst that set our genius aflame. Could we produce the perfect tackling dummy? We could (see illustration).

What are the essentials of good form in tackling? What must a player *always* do to make a successful tackle? We quote from famous coaches: "Get both arms around and squeeze." "Aim at the waist." "Never tackle half-heartedly." "Keep eyes open and on the target."

If a player after working out on our dummy for a week doesn't become a tackling automaton—well you can't expect to get good material every year.

Perhaps the *Mainboucher* corset seems a bit unnecessary if not vulgar, let us state that this year corsets are definitely *in*. You wouldn't want your boys to think you didn't know what was going on in the outside world, and ask, "what, no wasp waist?" Note that this object d'art is a front lacer. Either men are not around the house very much these days or they have acquired some backbone since the gay 90's, refusing to become lacer-uppers.

THE University of Chicago hasn't had a hot time in the old town since Amos Alonzo Stagg was retired several years ago. The crag-faced patriarch of American football, just turned 70 at the time, refused to take the hint that he was

Here Below

growing too old to coach football. He packed his grip and drifted westward to California, where life only begins at 70. At the College of the Pacific, Amos found the fountain of youth. Last year his team not only won seven of ten games for the best record in its history, but razed his still beloved Chicago, 32-0.

Stagg did not retire to a life of ease and luxury after this vindicat-

see these two young old men matching wits for the first time in their long careers. We're rooting for a scoreless tie.

WE HAVE often been asked whether sports writers and radio announcers can actually play the sports they are always second guessing. According to the movies, the only exercise our sports masterminds indulge in is pub crawling. But the movies are all wrong. The brethren of the typewriter and mike are all clean-limbed, clear-eyed athletes. Any doubt we may have had on the score were dispelled entirely at the tournament conducted for tennis writers in conjunction with the national singles at Forest Hills last month.

From near and far, these superbly conditioned athletes flocked to the shrine of American tennis to prove to the world that their racket was as mighty as their pen. Even *Scholastic Coach* had an entry, our advisory editor, Jack Lippert. Much was our jubilation when our dark horse entry ran away from the field. He won the tournament with the loss of only one set.

The match with the most crowd appeal, however, was the Ted Husing-Max Haas engagement. Ted kept up a running commentary on his match that was better than some of his broadcasts. Ted had not played for 20 years and he had a little trouble rounding into his 1919 form, even though Haas tried serving underhand to him for a while.

Although we had an entry of our own in the tourney, we rooted for Franklin Pierce "Information Please" Adams, better known as F.P.A. He won us over completely when he showed up with a big cigar in his mouth.



Patents depending

The Swayback

ing victory. Forsaking his chickens and hyacinths for the rigors of football campaigning, he went about building a bigger and stronger team for the 1939 season. Last week, California, looking for a sacrificial lamb to fill out the second half of a double feature program, booked Pacific. The Staggs turned out to be wolves, licking California by a touchdown in the biggest upset in years.

Amos views the future serenely.

YOUR BOYS KNOW TIME FOR ACTION IS

TIME FOR Keds

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CAGER

COMET

BIG
LEAGUER

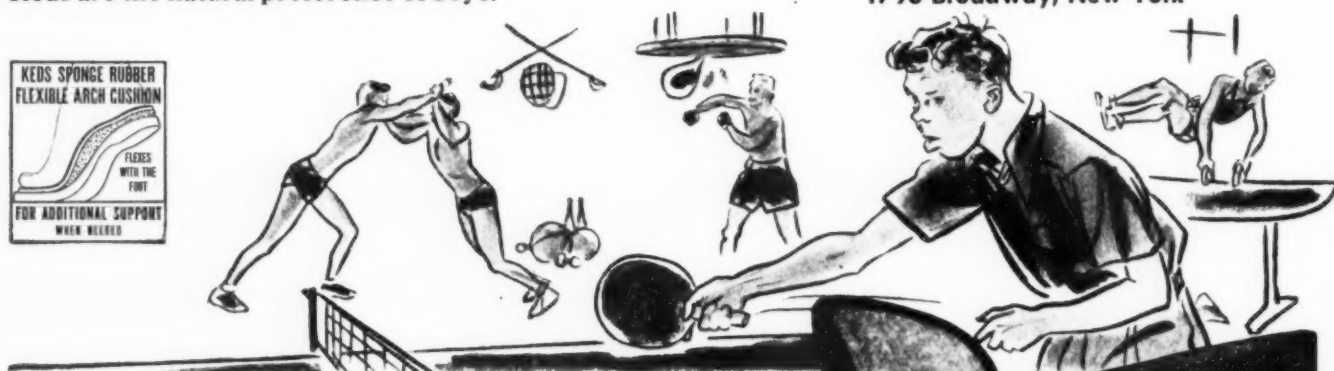
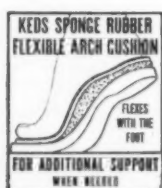
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The Epler football shoe, developed by the man who originated the game, is recognized as standard equipment. Thousands of schools are using the shoe. The felt-padded tongue makes for easier punting. The special kicking toe protects the foot as it insures true and long ball flight. Built over a special scientific last, the Epler football shoe provides perfect fit. Shock-Proof insoles of sponge rubber for extra comfort. Slant-cut top prevents binding at heel cord. **EPLER**



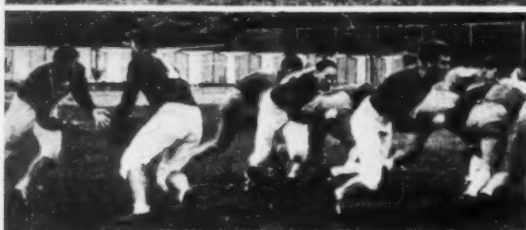
60 HINTS FOR QUARTERBACKS

By Eddie Anderson

Football Coach, University of Iowa

The following tips on field generalship, and others on kicking, are distributed to Iowa football candidates on mimeographed sheets. Anderson credits the idea to Knute Rockne, under whom he played at Notre Dame.

1. Be confident; have faith in yourself.
2. Bark out the signals in a strong, commanding voice.
3. Always be boss on offense.
4. Observe at all times. Develop a good memory.
5. Practice calling signals.
6. Don't catch punts which can roll back for touchbacks.
7. When in kicking territory, kick out no later than third down.
8. In danger zone, kick on first down.
9. Know when not to forward pass.
10. Instruct kicker to punt high to a fumbling safety man and out of bounds to a flashy runner.
11. Before calling signals, make certain everyone is ready.
12. If worried, conceal it from players.
13. Upon discovering opponents' weak spots, play them just enough to keep going; but nurse them until needed most.
14. When in doubt, punt.
15. Forward pass at limping back; shoot a play at a dizzy lineman.
16. When a new player comes in, shoot first play at him.
17. Have a preconceived attack for scoring zone, but do not switch from attack which has been going, until stopped.
18. Against a strong defensive team, kick often and play for the breaks.
19. On a muddy field, let opponents carry ball and risk fumbling.
20. Never call down a back; always encourage him.
21. Against a strong offensive team, hold ball as long as possible.
22. Remember who strong offensive linemen are.
23. Fair catch on short high kicks.
24. Call plays according to defensive alignment as well as tactical situation.
25. Remember your strong plays and what plays make check plays click.
26. Use your successful plays again and again; their use will make other plays go later on.
27. Observe who is breaking up your plays; think of a way to fool him.
28. Maneuver to stay in best position on field.
29. Call plays in sequence.
30. Stall against wind; hustle with it.
31. Stall when ahead; hustle when behind.
32. When defensive line tightens, use wide plays.
33. When defensive line spreads, go through.
34. Remember what has and what has not been working.
35. Save best forward pass plays for second half.
36. When being outkicked, kick only when you have to.
37. When ahead play safe; when behind take a chance.
38. Don't try to pick up a wickedly-rolling ball.
39. Study your backs and know their strength and weakness on all plays.
40. Disregard tactical situation whenever defense presents a glaring weakness. Don't pass it up.
41. In offensive territory, use best play on first down. If you make five yards with it, you should be able to make rest with three remaining downs.
42. Learn to relax and stay cool, regardless of the excitement.
43. Watch for opportunity to use your trick plays.
44. In safety position, play cautiously.
45. Be alert and let nothing escape your attention.
46. In late stages of game, watch spaces in defensive line; players get tired and careless. Take advantage.
47. Keep low on hidden ball plays.
48. Be prepared to protect against passes.
49. Keep opponents guessing by constantly springing the unexpected.
50. Be confident of your ability to tackle in the open. However, if possible, try to maneuver ball-carrier to sidelines. This gives him only one direction to go.
51. Look for tip-offs and tell teammates about them.
52. Keep your mind active at all times. When back playing safety, run over some of the things that have been transpiring when you have had the ball.
53. In kicking zone, try a long gainer or perhaps a long pass. If intercepted, it is as good as a kick.
54. When stopped in offensive territory, remember the place or drop kick.
55. Give play to your imagination.
56. Don't use kicker to carry ball on play previous to punt.
57. When playing back, watch for passes and immediately inform teammates by yelling.
58. Try to be the best tackler on the squad.
59. Work hard on your blocking.
60. Never take anything for granted.



Spinner Theme and Variations

By Potsy Clark

Coach, Brooklyn Dodgers

THE success of spinners and fakes depends upon the acting ability of the backs. The plays are established on the same principle as the old "shell game," with the express purpose of screening the whereabouts of the ball. Timing, footwork and rhythm are as important to the ball-handler as they are to a dancer or a basketball player.

Watching Ace Gutowsky of the Brooklyn Dodgers in action, the observer is immediately impressed with his marvelous sense of touch and the flexibility of his hands. He is without question one of the greatest spinning backs in the game. In the accompanying pictures, he is shown handling the ball on a series of spin plays and fakes. His cohorts include Ralph Kercheval (No. 1) in the blocking back post, Boyd Brumbaugh (No. 8) at left half, Beattie Feathers (No. 48) at right half, and Bruiser Kinard (No. 25) at left tackle, all of the Dodgers.

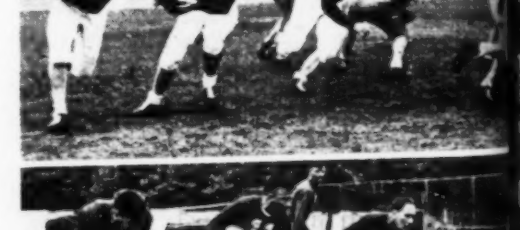
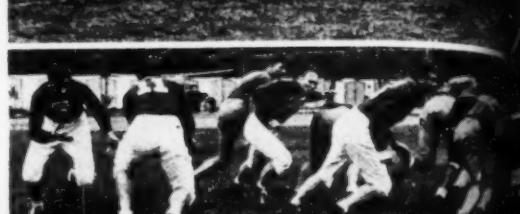
Left: Deep Reverse

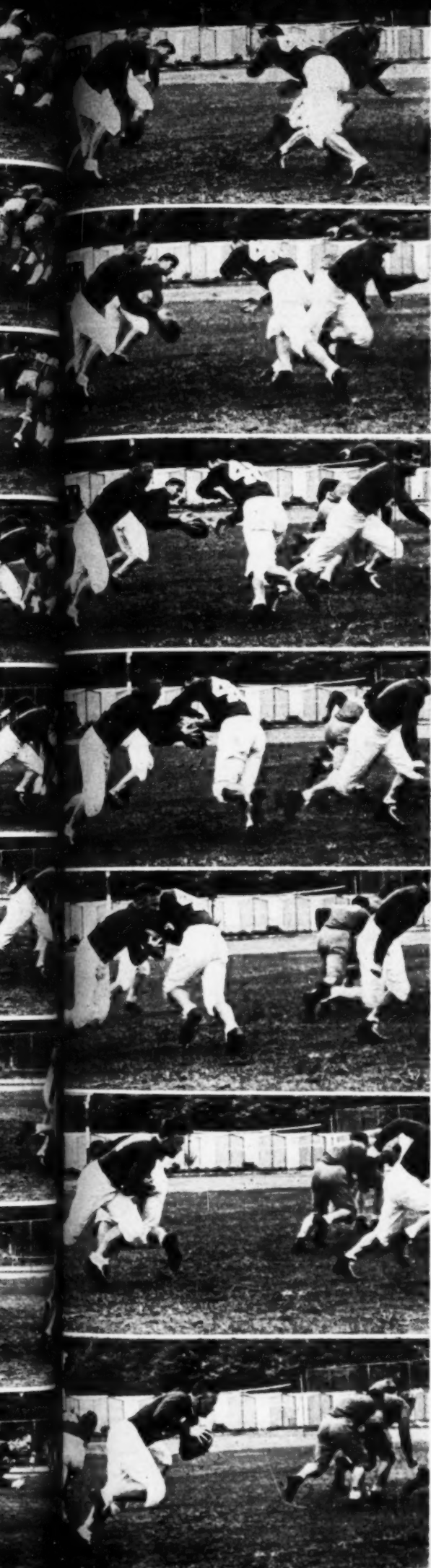
AS the ball is snapped back to Gutowsky, Brumbaugh, the left half, is already in motion. The full-back cradles the ball in both hands and turns his back to the defense by pivoting on his left foot and taking a short step forward with his other foot. On the exchange (pictures 5, 6 and 7), the ball is completely concealed from the opponents by the ball-handler's back. As Brumbaugh buries the ball in his arms, Gutowsky completes a full spin by pivoting on his right foot and swinging his left leg around. The spin is not a series of individual movements but one fluid motion.

In the first picture, note how the blocking back fakes to the left before going to the right to lead the play. Kinard, the left tackle, pulls out with a natural cross-over step. If a line-man cannot cross-step, he may pull out by stepping back with the near leg.

Right: Fullback Spinner

THIS play is a companion to the one on the left. Gutowsky spins in exactly the same fashion but instead of releasing the ball, he retains it and spins inside the defensive left tackle. Using the same footwork as before, Gutowsky spins and holds the ball out for the man in motion. Brumbaugh reaches forward as if to take it





and adds further to the deception by faking a carrying motion over the far hip.

The ball-handler instantly shoves the ball back into his own stomach and continues spinning. He swings his left foot back and ends up in a perfect position to pick up interferers Kercheval and Kinard. Brumbaugh acts out the fake while Gutowsky cross-steps with his right foot toward the hole.

In both these strips, it is clear that the left halfback reaches forward to take the ball. The cardinal rule of ball-handling holds that anytime a man is in motion, he should take the ball from the stationary giver. When the ball-handler is in motion, the receiver should make a pocket for the ball (see next strip).

Left: Fake Pass

GUTOWSKY takes the snap and pivots to his right, holding the ball in both hands. As he starts a long cross-over step with his rear leg, he holds the ball out as if to forward hand pass to Feathers, the right half. Feathers shoots by with his hands held in a pocket for a pass.

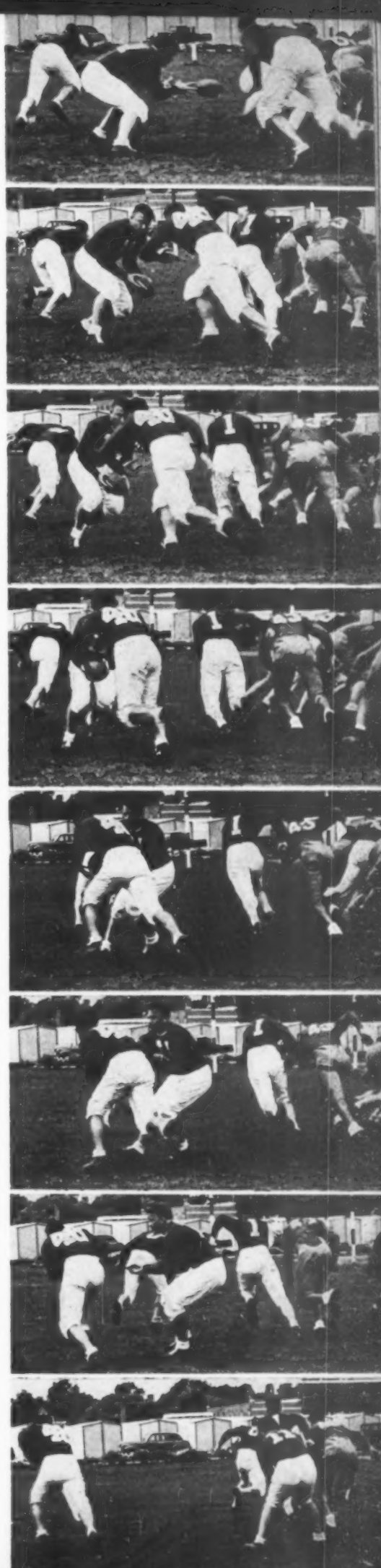
Gutowsky holds the ball out and, as far as the defense can see, slips it into the right half's arms. At this point (pictures 4 and 5), the players' bodies are completely concealing the ball from the linemen. After faking the pass, Gutowsky pulls the ball in and digs for the hole inside the defensive end. Feathers doubles over and tries to draw the opponents over to the left.

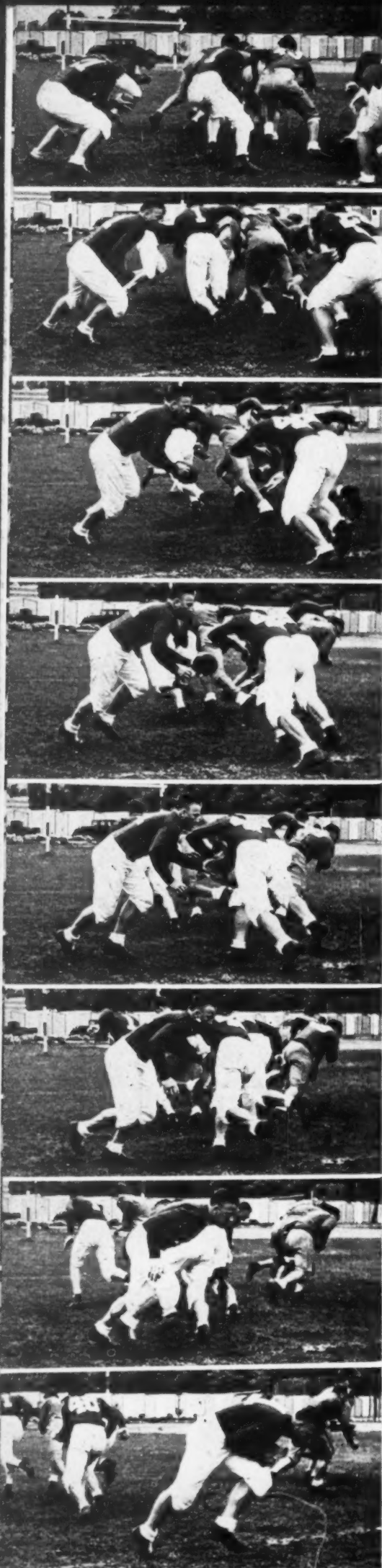
Right: Dressed Reverse

THE ball-handling in this sweep to the weak side is similar to the technique employed in the strong-side reverse on the facing page. This time, however, the ball is passed to the other halfback, Feathers. Gutowsky takes the snap, pivots on his right foot and takes a short step forward with the left foot. He turns the broad surface of his back to the enemy and holds the ball out for the man in motion.

Feathers scuttles by, plucks the ball out of Gutowsky's hands and drives out wide around the defensive left end. Gutowsky spins on his left foot and swings the opposite leg all the way back. This turns him completely around to a position behind the interferers. In this play, Feathers is led by the blocking back (Kercheval) and the right guard. The outside tackle also pulls out but does not come as far back as the guard.

The high school coach should be warned against incorporating too many of these plays into his offense. The execution of these plays demands a perfection of timing beyond the scope of the average schoolboy backfield. Observe the excellent coordination and timing on these plays between the spinner and the man in mo-





tion. The halfback is always on the spot when the fullback makes his turn. There is no waiting or lost motion on the exchange. This enables the spinner to make his whirl in one smooth, unbroken motion. If the high school coach has a back with the rhythm and sense of timing so necessary for a good spinner, he is particularly fortunate and should take full advantage of this talent to build a deceptive offense.

Left: Shallow Reverse

UNDER college rules, this shallow reverse to the weak side would be considered illegal unless the ball-handler was five yards behind the line of scrimmage. The college code states that handing the ball forward constitutes a forward pass. Under professional and high school rules, however, this type of hand pass is not considered a forward pass. Add to this the right to forward pass from any point behind the line, and you have the reason why the high school and professional games offer such wonderful opportunities to build up a deceptive and varied attack.

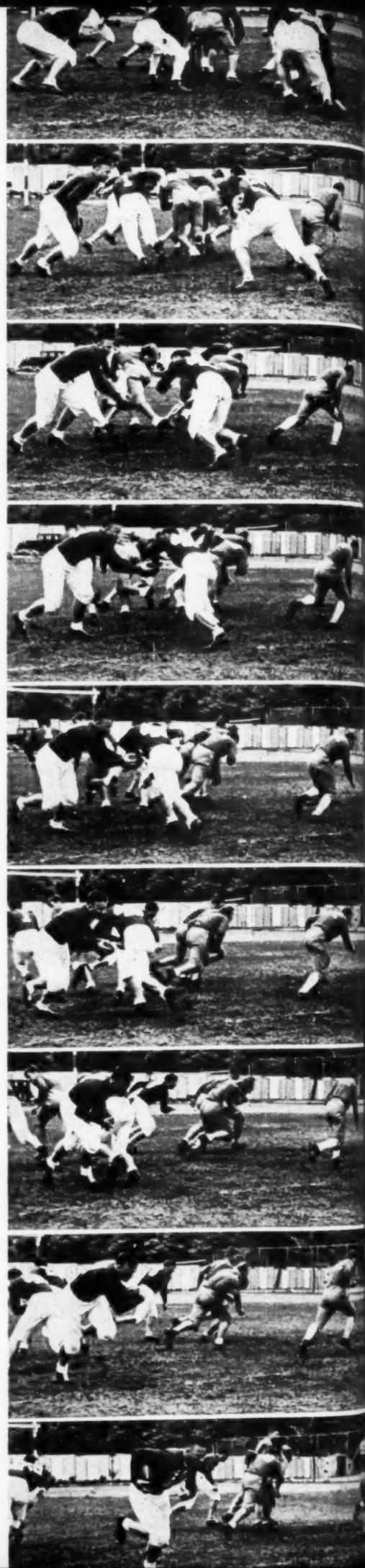
In this play, Gutowsky receives the snap, pivots on his right foot and takes a long cross-over step with his left foot. At the same time he slips the ball with his left hand into the pocket formed by the right halfback's arms. The ball-carrier proceeds to the hole inside the defensive right end, while Gutowsky doubles up and acts out the fake.

Right: Bootleg Play

AFTER the shallow reverse has been worked a few times with Gutowsky faking off to the right each time, the defensive left end may start getting ideas. If he attempts to crash hard and smear the play from behind, he may be tricked with this bootleg play.

Feathers comes around as before and Gutowsky practically places the ball into his hands. The former immediately covers up as if he has the ball and follows the interference around to his left. But this time, Gutowsky has retained the ball. He puts it under his arm and digs out as hard as he can to his right. He makes no special effort to conceal the ball after the first step or two. The play either works or it doesn't. If the end has been fooled, he will be left out of the play the moment he starts crashing into the backfield.

In all these spinners and fakes, there are numerous opportunities to work in deceptive forward passes. After coming out of the spin, the ball-handler may fade back to pass or he may pass directly out of the spin. The jump pass is another favorite of high school and professional teams. The ball-handler rushes toward a vulnerable spot in the line, jumps up and throws a short pass off the left foot.



SOUND EQUIPMENT FOR FIELD AND GYM

By O. V. Swisher

Portable stock units are moderately priced and may be used for many purposes during the school year.

ASCHOOL contemplating the purchase of sound amplifying equipment should not take it upon itself to order and install the unit. If the school does assume this responsibility, it should not be surprised to find before long that it has spent good money on improper equipment.

Only a qualified sound engineer can determine the right type and size of the equipment. It is necessary to know the size of the audience to be reached, the distance sound is to be projected, the interfering

equipment upon the manufacturer.

While a sound engineer is necessary for complete installation jobs, there are certain "stock" units which have been designed to meet general requirements. This type of equipment is usually built into one or more light carrying cases, allowing the equipment to be easily moved from one place to another—about the school building, campus or athletic field. A single outfit of this type can be used for a number of purposes and events during the school year.

Portable equipment capable of covering audiences of from 50 to 3000, may be obtained in small, medium and large sizes. (Allowances must be made for extraneous noises such as street traffic, etc.,

halves of the carrying case. When the case is opened, one half serves as a baffle for the loudspeaker which is equipped with a connecting cable. This permits the speaker to be placed in the most advantageous spot in the auditorium.

Fig. 2 shows a typical medium-sized outfit complete with a microphone ready to operate and two loudspeakers. This unit, while similar to the smaller outfit, has double the power, being able to reach audiences up to 2000. It is suitable for playgrounds, small auditoriums,

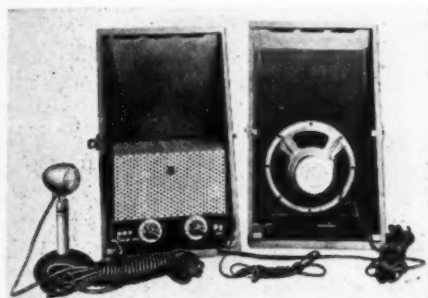


Fig. 1

R.C.A. Mfg. Co.

agencies, the sound source (music, speech, recordings, etc.), the indoor space limitations, and the portability requirements.

An experienced engineer surveys the situation, makes recommendations, supervises the installation of the unit and gives instructions as to its care and operation. These services may be obtained by the school without expense. Manufacturers of quality equipment will provide such service without cost or obligation. This places most of the responsibility for the proper selection and satisfactory performance of the

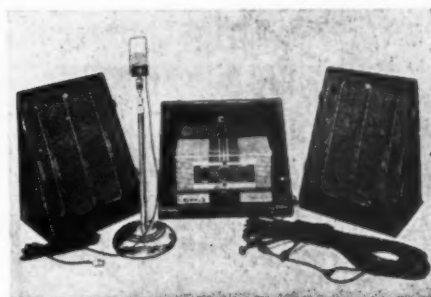


Fig. 3

R.C.A. Mfg. Co.

which reduce the capacity of any sound system.) This type of equipment performs equally well in or out of doors. However, when used outdoors during adverse weather, it should be carefully protected.

Fig. 1 shows a small portable sound system capable of covering audiences up to 400 people. The amplifier and speaker are each mounted in the



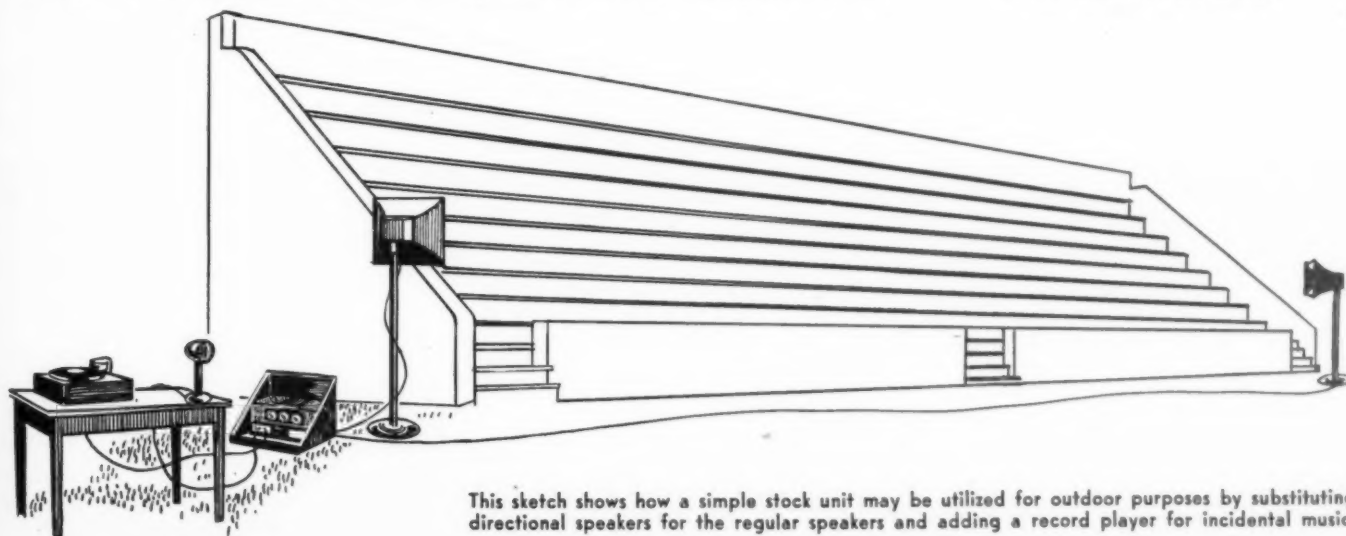
Fig. 2

R.C.A. Mfg. Co.

gymnasiums, and on the athletic field. With the addition of a record-playing attachment, it may be used to reproduce and amplify recorded programs.

Fig. 3 shows a deluxe portable sound system suitable for audiences up to 3000. A compact remote control unit may be added to this outfit which makes it possible to control volume from any position in the audience, assuring adequate sound volume to all seats.

All types of portable equipment
(Concluded on page 28)



This sketch shows how a simple stock unit may be utilized for outdoor purposes by substituting directional speakers for the regular speakers and adding a record player for incidental music.

Dick Harlow's Spin Offense

From Harlow's Lectures

Reported by Floyd Schwartzwalder
Parkersburg H. S., W. Va.

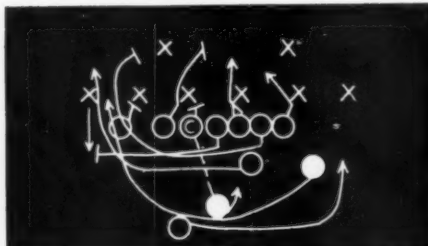
DICK HARLOW, the bird-egg, plant and football fancier of Harvard University, is one of the most congenial, hardest-working coaching school coaches in the business. He will give a thorough and courteous reply to the most ridiculous or trivial question. In his lectures at the West Virginia University Coaching School, he created an intimate classroom atmosphere by referring to his students as "boys" and "fellows."

The thing that makes plays click, he asserted, is deception. He was a bit contemptuous of sheer power, for he believes some guile is always necessary to trick the defense and set up the power stuff. Harlow has perfected a deceptive attack based on spinners and lightning passes over the line. His plays are devised to freeze the defensive backers-up long enough to get blocking position on them. If they come up fast, he passes over their heads. If they stay back, he bucks. In his plays, he showed how to get the all-important blocking angle through mouse-trapping, through cross-blocking and other means.

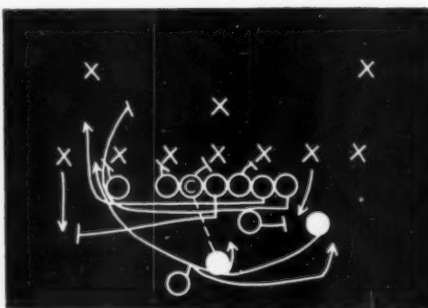
A master draughtsman, Harlow outlined the basic Harvard plays with lightning speed. He outlined assignments of each player and showed how the success of the plays are based on perfect timing. In his single wingback formation, it is impossible to tell who has the ball. The tailback always cross-steps with the fullback and turns his back to the defense. To add to the deception, the fullback frequently goes into the line with or without the ball.

Diag. 1 outlines the famous Harvard weak-side reverse. The left end throws a reverse body block on the inside of the defensive tackle. He

feints with his head to the inside and wraps himself around the opponent on the outside. If the right end comes in hard and sharp, the strong-side running guard takes him with a shoulder block or waits and pins him with a body or reverse body block. The left guard helps the center with the defensive right guard and then leaves him to take the backer-up crossing over. The inside tackle holds up the other defensive guard for two counts and then goes down field. The right end checks the tackle and also goes down field.



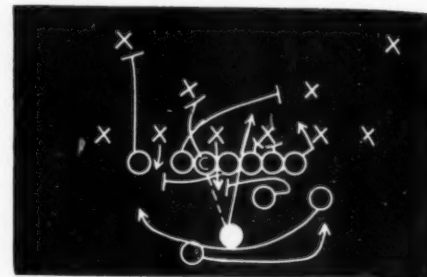
Diag. 1



Against Seven-man Line

The fullback takes the snap, fakes to the tailback and passes to the wingback coming around. The ball-carrier follows the quarterback and outside tackle through the hole inside the defensive end. The quarterback takes the backer-up any way he desires, the ball-carrier cutting accordingly. Against a seven-man line, the quarterback takes the defensive left tackle while the right

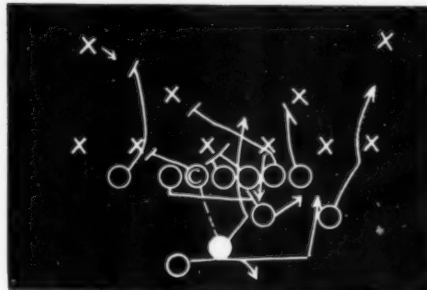
end pulls out to run interference with the outside tackle.



Diag. 2

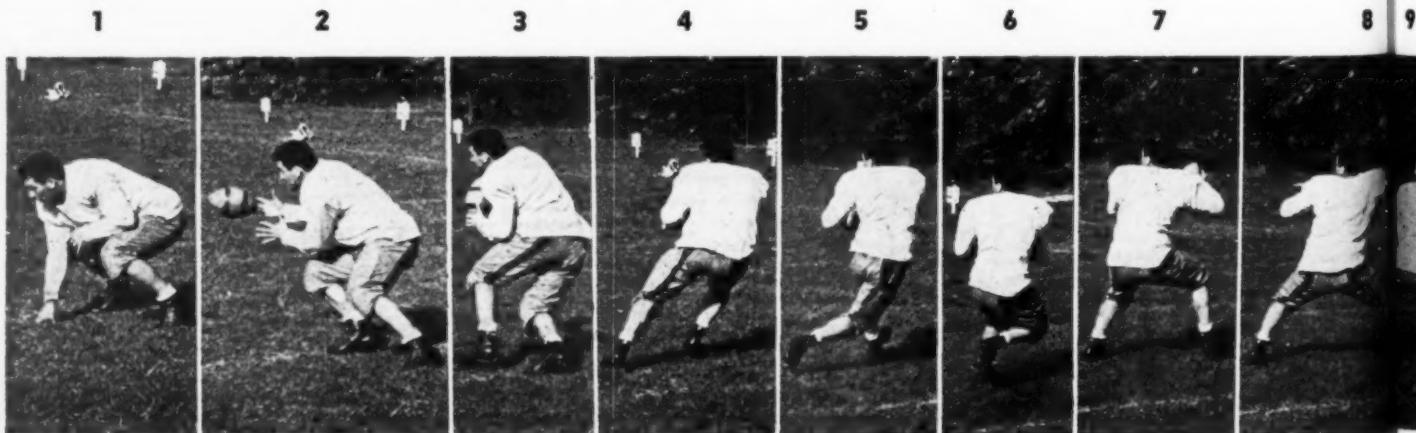
In Diag. 2, Harlow mouse-traps the right guard and runs a spinner play between the defensive guards. It is an excellent play but must be worked very fast. The center lets the defensive right guard come through and then swings around to take the short-side backer-up. He is helped in his assignment by the right guard pulling out to take the right tackle. This has a tendency to draw the backer-up slightly out of position, giving the center an advantage.

The quarterback steps to the right and then comes back to mouse-trap the charging guard. While the defensive left guard is being double teamed by the tackles, the fullback is faking to both the tailback and the wingback. Upon completing the fakes, he spins and drives through.



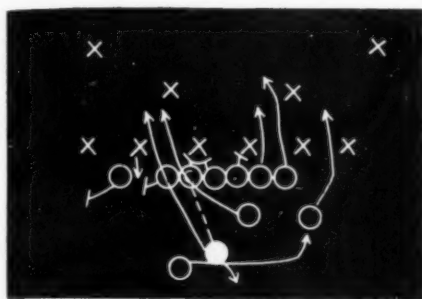
Diag. 3

The mouse-trap in Diag. 3 is a clever stratagem with which to fol-

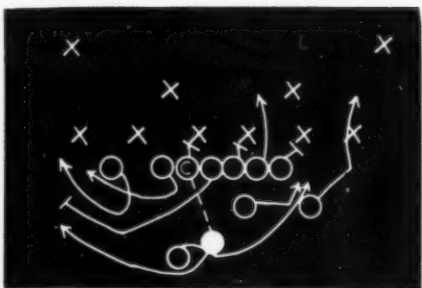


low up the preceding play. In this diagram, the other defensive guard is mouse-trapped. The right guard stops the charge of the defensive right guard and sets him up for the inside tackle. The right end goes straight for the left backer-up. The other end circles inside toward the play and looks for the halfback coming in. The outside tackle lets the soon-to-be victim of the mouse-trap in and then goes for the right backer-up.

The fullback, after taking the snap, fakes to the tailback, spins and takes two steps to the right. This sets up the defensive left guard for a smashing head-on block by the left guard, who, after holding up the defensive right tackle, pulls out to administer the coup.



Diag. 4



Diag. 5

Diags. 4 and 5 are good sequence plays to use in a weak-side attack. The first play is a sort of semi-mouse-trap. The left guard delays a charge and then clamps a reverse body block on the defensive right tackle as he reaches the line of scrimmage. The left end takes the

defensive end, the center and right guard double team the defensive right guard and the outside tackle and right end go straight down field. The fullback fakes to the tailback and spins through the hole inside the defensive right tackle, led by the quarterback. In both Diag. 3 and Diag. 4, the tailback may fake either laterally or backward.

Diag. 5 is a short-side whorl. The fullback fakes to the tailback, holds for one count and then swings out wide to the outside. The left end and both guards lead the play. The tailback and the right side of the line add to the deception by acting out the faked reverse.

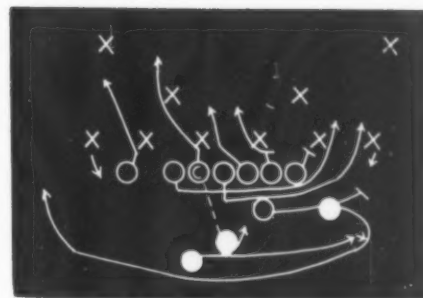
Diagram 6

The delayed reverse in Diag. 6 is a great touchdown play. ("Ask Tad Wieman of Princeton.") Both guards hold for three counts and then pull out to the strong side. The outside tackle and the weak-side end check the defensive left guard and right tackle, respectively, and go down field. The right end takes the tackle on his side, and the quarterback blocks the end. The center checks the right guard and races down field.

While the wingback is swinging back on the outside, the fullback is passing to the tailback. The ball-carrier runs up to the wingback and hands him the ball. The wing continues around the opposite end, making sure to keep at least seven yards deep to clear the defensive right end, who must be sucked in.

Diagram 7

Diag. 7, a favorite Harlow pass play, is another touchdown strike. ("Army was a victim here.") The play starts out like a run with the fullback passing to the tailback. The wingback steps toward the end and then fakes an "honest-to-goodness"

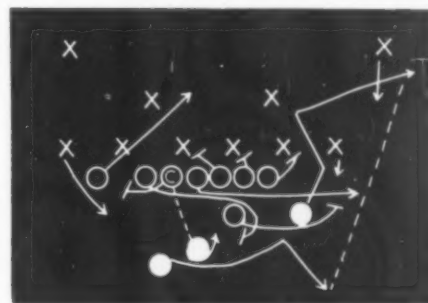


Diag. 6

block at the left backer-up. As the ball-carrier fakes in toward the line, the defensive left halfback will usually come up to stop what looks like a run. This enables the wingback to change direction and get behind him.

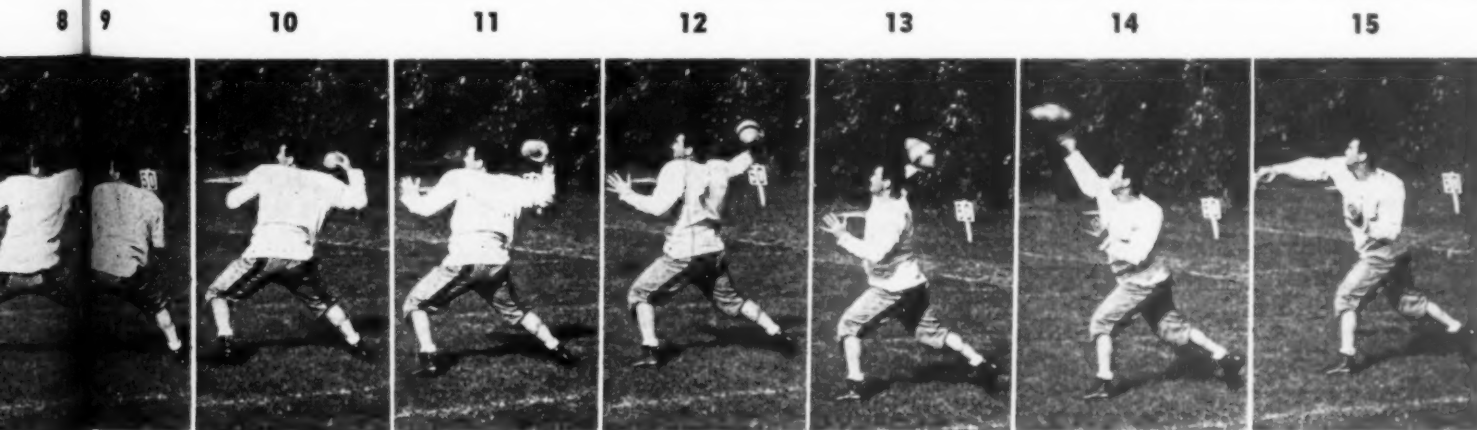
Both guards pull out as if to lead a running play. The left guard swings back to take the charging end and the right guard carries out the full fake, making sure that he does not cross the line of scrimmage by more than three yards. (Failure to observe this restriction will cost his team 15 yards under the new rules.) The center slides over to take the defensive right tackle. The tailback, after faking in, fades back and passes to the wingback. The passer should not put his fingers on the laces too soon as a smart left halfback will smell the pass.

(Concluded on page 36)



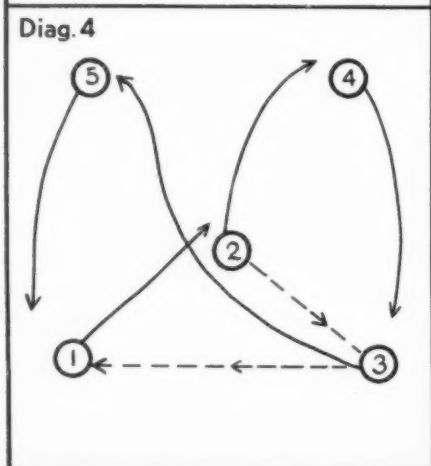
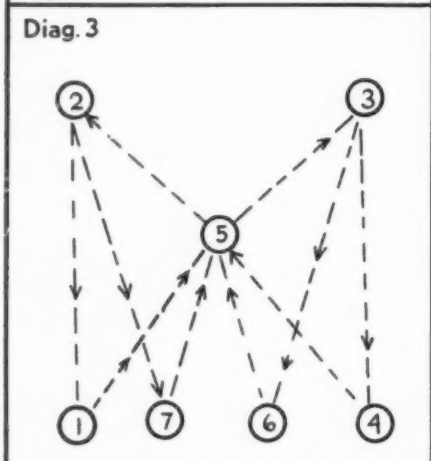
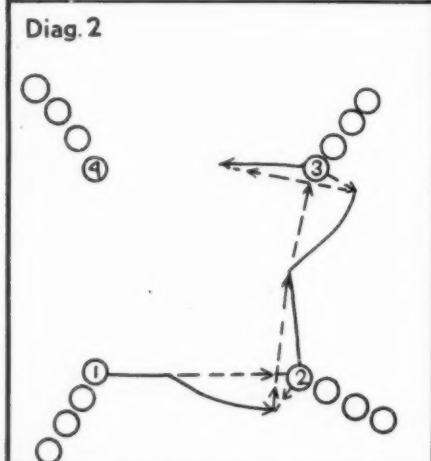
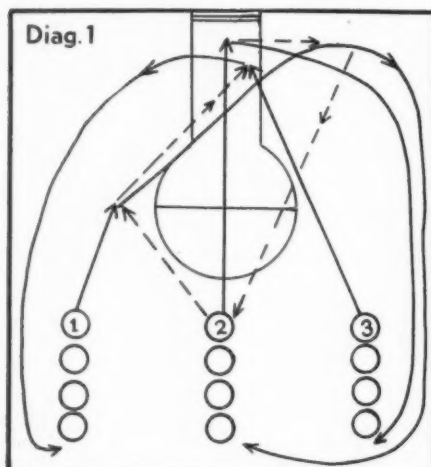
Diag. 7

FORWARD PASSER EXTRAORDINARY: Sid Luckman, one of the greatest passers of the day, is shown giving a perfect demonstration of how to hit the bull's-eye. He fades back, secures a firm footing and then fakes by bringing the ball back and looking in the wrong direction. At the right moment, he lowers the ball and then brings it back past his ear for the real pass. He whips the ball with a beautiful free-arm motion very much in the manner of a baseball catcher.



Clair Bee's Basketball Drills

(Long Island U. Coaching School Report)



Diag. 1

WARM-UP: 2 starts the ball rolling with a pass to 1, who whips the ball on the run to 3. 3 lays it up and continues around to the end of the passing line. 2 drives in for the rebound and tosses the ball to 1 in the corner. 1 passes the ball to the middle line, and then swings around to take his place at the end of the same line. 2 falls in at the end of the shooting line.

Diag. 2

GIVE-AND-GO: 1 passes to 2, follows his pass and drops in behind the receiver. 2 flips him a short pass and immediately cuts away, as if driving toward the basket. 1 quickly returns the pass to the cutter. 2 then passes to 3 and follows his pass for the return flip from the receiver. The play develops exactly as before.

Diag. 3

FOUR-ONE-TWO: The coach may use three or five balls for this drill. The drill starts with 1, 5 and 3 each in possession of a ball. On the first rotation, 5 passes to 2, 3 to 4, and 1 to 5. On the second round, 2 will pass to 7, 4 to 5, and 5 to 3. On the next, 7 tosses to 5, 5 to 2 and 3 to 6. On the fourth rotation, 5 passes to 3, 2 to 1, and 6 to 5.

Diag. 4

CIRCULATION: This deep figure 8 is a continuity first used by Coach Carlsen of Pittsburgh. 2 passes to 3 and moves into the right corner. 3 passes to 1 and cuts diagonally into the left corner. As 1 passes to 4, 5 moves up to the No. 1 position and 1 cuts across to the No. 4 post. The outside men may accompany their passes with fakes to the cutters.

Diag. 5

SET SHOTS: The passers take positions under the basket or out of bounds while the shooters spread out over the front court. The shooter maneuvers around and calls out the name of one of the passers. The player called immediately whips the ball to the caller. The latter sets himself quickly and shoots.

Diag. 6

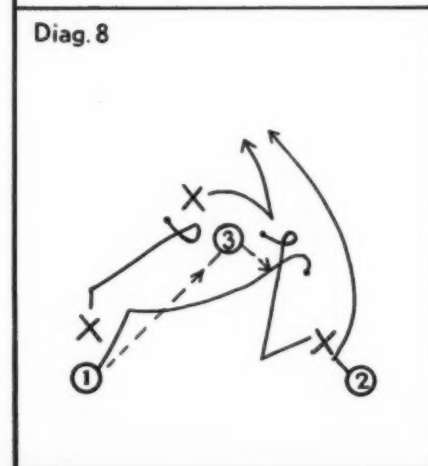
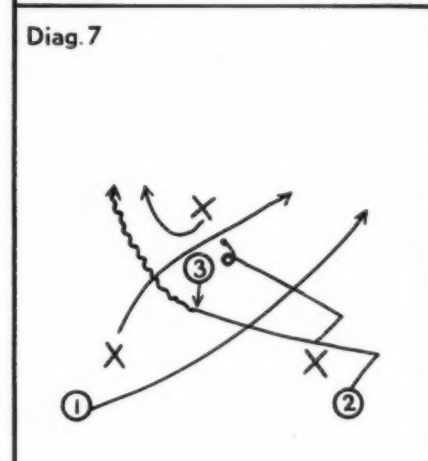
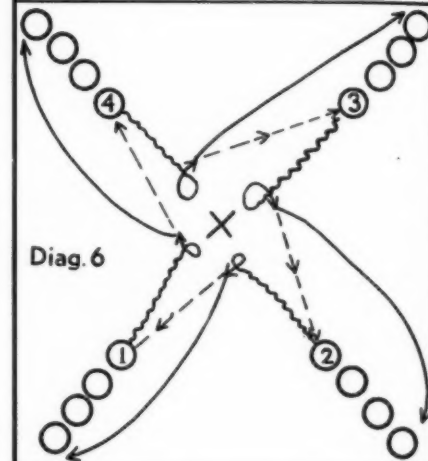
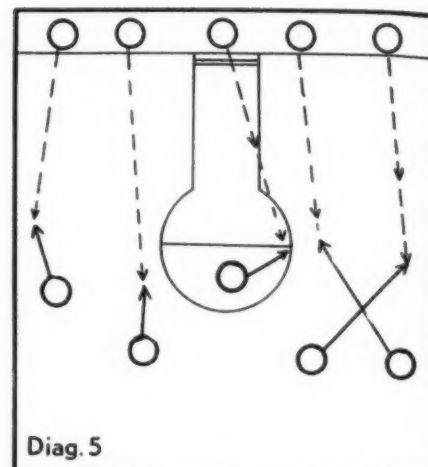
COMBINATION: Four fundamentals are entailed—dribbling, pivoting, passing and following a pass. 1 touches off the drill by dribbling to the center, pivoting and passing to 4. 4 then dribbles to the center, pivots and passes to 3. In each instance, the passer follows his pass and takes his place at the end of the receiver's line.

Diag. 7

SWITCH DRILL: 3 has the ball. 1 cuts around and attempts to lose his guard on the pivot. X1 slides between X3 and the pivot, and picks up his own man. 2 then sucks his guard in and cuts around the post. When 3 flips him a pass, X3 instantly switches and X2 drops in behind the pivot.

Diag. 8

DOUBLE SWITCH: 1 passes to 3, fakes in and swings across the pivot. 3 gives him a return pass, which is the signal for X3 to switch, X1 covering the pivot. 1, stopped, turns and sets up a pivot. 2 feints to his left and then shoots back to his right in an attempt to lose his man on 1. X3 pulls another switch, covering 2, while X2 drops behind 1.



PUTTING THE FUN IN FUNDAMENTALS

By C. Dale Ellsbury

Basketball practice sessions may be motivated by converting the routine drills into contests.

During the past 14 years, C. Dale Ellsbury, athletic director at Connersville, Ind., Jr. High School, has been motivating his basketball practices by converting his drills into games or contests. The contest idea, he has found, has eliminated the drudgery from practice, kept the players interested and enthusiastic throughout the season and made for superior players.

WE all know that success in the learning process is directly proportional to the concentration of the learner. This law holds true both in the classroom and on the athletic field. The athlete who does not concentrate intently upon the task at hand is wasting his time. Unless he is one of those rare species of supermen, he will never attain his true athletic stature.

As a leader, it is up to the coach to capture and hold player interest from the first day of practice to the last. He must induce his players to throw all their mental and physical resources into the training process. In basketball, for example, he must devise some way of making his drill periods attractive enough to hold the players' interest and concentration over the long grind from December to March. Many otherwise astute basketball men have been slumped by the problem.

At Connersville, the writer has succeeded in motivating his basketball practices by converting every drill into a contest. It is instinctive for a boy to take an active interest in a contest. Our high school and college boys would never go out for athletics if their competitive instincts were not fairly predominant. The coach should capitalize on this innate trait to help put over his work on fundamentals. The following suggestions may prove helpful in carrying out this contest idea:

1. The drills should provide for both group and individual competition.
2. A readable cumulative record should be posted in the gymnasium to serve as a challenge to the less proficient and as a reward for those who are making progress.
3. The competing groups should be evenly matched.
4. For certain contests the squad should be divided into small competing groups.
5. The order in which the drills are run should be changed frequently. If dribbling is first on the sched-

ule one day, it should be in another spot the next time.

6. In all contests the factors of accuracy, technique, and speed should be the paramount requirements.

A few concrete suggestions for contest-drills on fundamentals may serve to illustrate the idea. The following contest-drill is designed to help develop speed in dribbling. The squad is divided into two evenly matched teams which line up single file back of the foul line, facing the opposite end of the floor. Each player is required to dribble the length of the floor; stop, pivot, and dribble back to the foul circle; and then pass to the next teammate in line. This rotation continues for one or more pre-designated cycles. The winning team is the one which first completes the round or rounds of all its players. If a player fails to execute the proper technique in his dribble, stop or pivot, the coach sounds the whistle and the dribbler must start over. This reduces his team's chances of winning with the result that his teammates egg him into trying harder to do the job correctly. When the player realizes that his mistakes are jeopardizing the chances of an entire team, he is more prone to work on his mistakes. In a comparatively short period of time, the coach will find the boy dribbling faster and executing the desired technique.

Records kept

At the end of each type of contest, the student manager enters the winnings on the record showing the cumulative standing to date.

Another dribbling drill very popular with the players features a low, zigzag dribble. The boys line up as before with the two lines back of the foul line facing the opposite goal. The players in the front half of each line step forward and distribute themselves along the length of the floor, equidistant apart. They extend their arms outward parallel to the floor. The remaining players must dribble around and between these obstacles to the other end of the floor and back before passing to the next participant. The dribble must be low enough for the player to clear the outstretched arms of the obstacles. After the cycles are completed, the obstacles take

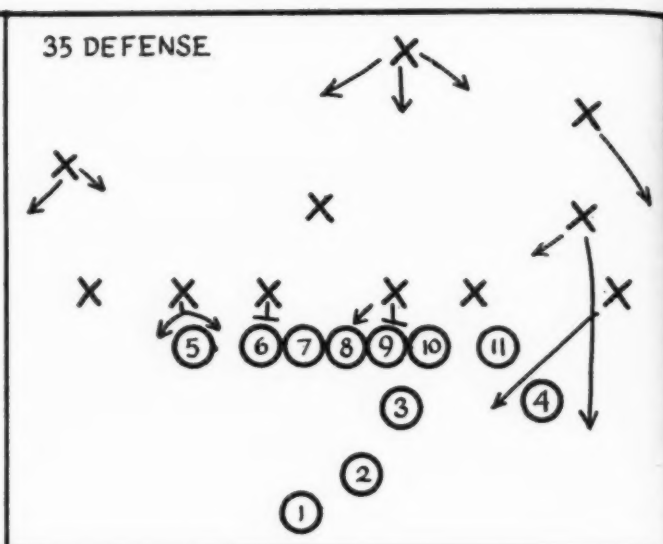
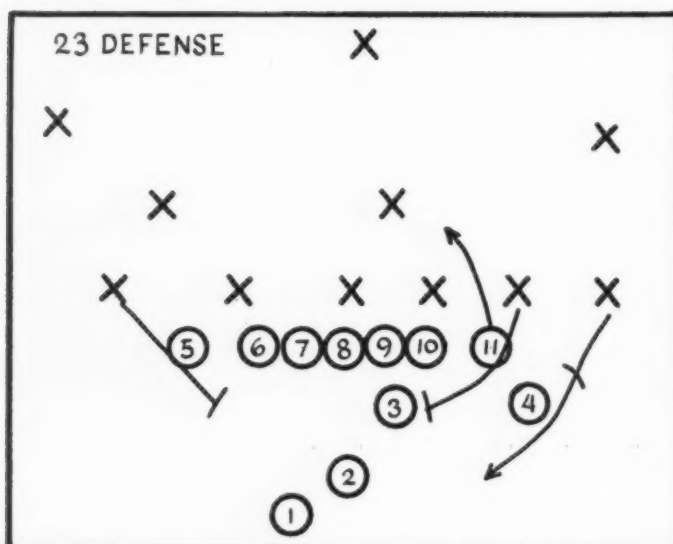
their turn at dribbling. As in all contests, the man who fumbles or does not perform the proper technique must start over. By appending a shot at the basket to these length-of-the-floor dribbles, the coach may evolve two interesting variations from the same set-ups.

The drill that follows has been used to develop skill in passing, meeting passes and catching passes. Each team is divided into two groups with half on one side of the floor and half on the other side, the players facing each other. At the starting whistle, the end man of each team starts with the ball toward his teammate who is running in to meet the pass. The receiver then passes the ball to the next man in line, who also comes forward to meet the pass. This continues until the designated number of cycles are finished. A fumble, a bad pass or any other incorrectly executed technique immediately loses the contest for the team committing the error. This contest is used for all types of passing including the push pass, bounce, hook, one hand (left), one hand (right), trick, roll, underhand, sidearm, etc.

There are several types of contest-drills which can be used for individual competition as well as group. Basket-shooting golf makes an excellent contest for individual and group competition. The "holes" are represented by chalked numbers located at various angles and distances from the goal. The idea of the game is for each player to try to negotiate the course; that is, make a basket from each of the designated locations, in the smallest number of attempts. This game can be conducted on a strictly man-to-man competitive basis or on a basis of an established par for the course.

The contest idea lends itself well even in the practice of set plays. The first and second teams may be sent into opposite halves of the court and instructed to set up a certain play. At the sound of the whistle, the teams are required to make a specified number of maneuver passes and then execute the play, which is supposed to result in a drive for the basket. The team that executes the play most successfully wins. Factors such as timing, rhythm, accuracy of passes, speed,

(Concluded on page 29)



INDIANA

AT THE Long Island University Coaching School, Bo McMillin took time out from an intensive course on offense to set up and explain his three basic team defense formations. He calls these the 23, the 35 and 53 defenses.

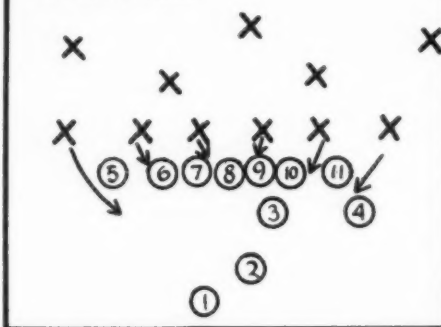
In his 23 defense (Diag. 1), the Indiana coach uses a peculiar over-shifted six-man line with the spacing of a seven-man line on the strong side and a five-man line on the weak side. To bolster the weak side, he places a backer-up outside the offensive end. The other backer-up takes a position back and between his guards on a line with the offensive inside tackle.

The end on the strong side plays more or less orthodox. The tackle on that side also plays orthodox unless the end or wingback cross in front of him. He then drives inside. The guards play tough, chugging hard and playing the ball. However, they are constantly on the alert to fade back in case of cutbacks. On fakes, spinners, half-spinners, etc., they play the spinner. They never go across. They play on all fours to avoid traps and keep their hands up. As McMillin is fond of saying, "you can't get them if they stay at home kneeling."

The weak-side tackle drives hard on the weak-side guard and protects the territory to his inside. Sometimes, especially on reverses and spinners, he angles in behind the guard's tail and dives into the interference. He is always well braced with his two hands on the ground and the left foot forward. His first stride across the line is taken with his right or back leg.

The weak-side end drives in hard and hand fights the interference. He can't afford to give ground because he seldom knows who has the ball on spin plays and reverses. When he sees that he is about to be blocked, he makes a last desperate grab for anyone he can lay his hands on.

53 DEFENSE



The backer-up on the weak side, the center, is definitely responsible for plays inside and outside the weak-side end. He holds position until he knows exactly where the ball is. He plays cautiously on plays to the strong side, looking for cutbacks. The fullback is responsible for plays both inside and outside the tackle, and end runs to the strong side. The right half is responsible for wide plays to his right. When the wingback is in motion and comes around to the weak side, the right half fades and stays with him.

The left halfback covers on wide plays to the strong side. The safety man drifts over with end runs and should be in on the tackles after the ball has passed the line of scrimmage four or five yards to either side.

In his 35 defense (Diag. 2), McMillin overshifts his six-man line to the weak side and his secondary to the strong side. The left end drives in hard, smashes through the wingback if the latter attempts to block him and grabs the interference as he goes down. He is held responsible for plays inside of him and must close the door tight. The tackle makes his play from a position inside the offensive end. He drives through hard to the inside, smashing everything that comes his way.

The left guard chugs hard on the inside tackle, in exactly the same manner as in the 23 defense. Both guards are responsible for spinner plays to their inside. This defense is weak against quick-driving plays be-

DEFENSE

tween the guards, and the men playing these positions must always be ready to dive to the inside. The weak-side tackle, playing just outside the end, chugs hard on him and plays the ball when it gets behind or outside him. He is also responsible for plays to his inside. The weak-side end drives in a step and plays orthodox.

The center, or weak-side backer-up, is definitely held responsible for plays inside the tackles and sweeps to the weak side. He also watches out for cutbacks from the strong side. The fullback covers plays inside and outside the strong-side end and keeps an eye open for cutbacks from the weak side. On sweep plays, he is really a second end on the strong side, penetrating four or five yards into the enemy backfield.

The right halfback's assignment calls for coverage on plays both to the inside and outside of the weak-side end, while the other halfback is responsible for plays inside and outside the strong-side end. His main responsibility, however, is sweeps to the strong side. The safety man plays the same as he does in the 23 defense.

When the opponents have Indiana back on its heels, the Hoosiers fall into its 53 or goal line defense. (Diag. 3). The tackles, ends and guards charge hard, submarine, in fact, to the inside. They are held responsible for all inside plays. The center and right halfback are responsible for wide plays to the weak side, while the fullback and left half watch out for sweeps to the strong side. The safety man plays the ball exactly in the same fashion as in the preceding defenses. In this defense, McMillin warns his ends not to break their necks in an effort to make the tackle on straight-line bucks.

(For a report on Bo McMillin's offensive theories, including his passing game, see page 43 in last month's *Scholastic Coach*.)

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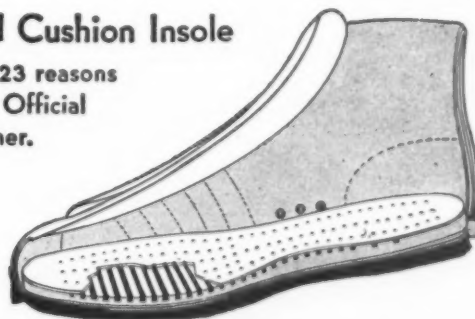


Faster and faster basketball goes every season with an ever increasing strain on players — and shoes. The BALL-BAND Official has special features of material and construction that definitely help players give everything they have to the game. The self-cleaning sole does not slip — either at start or finish of the game — a unique Official advantage. The scientific last fits and supports the entire foot.

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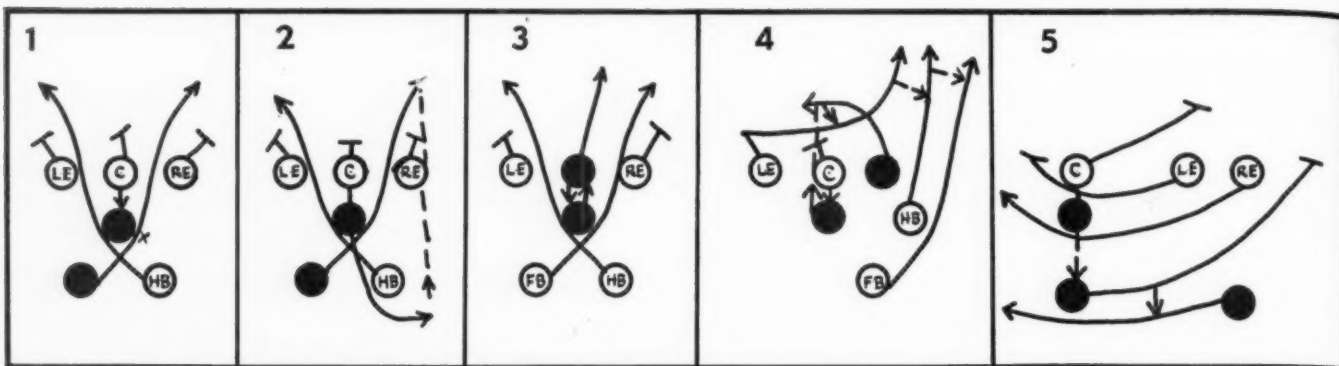
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ADVANCED SIX-MAN SEQUENCES

By John A. Quade

The Hardy, Neb., High School six-man football team John A. Quade coaches hasn't lost a game since Quade took over the reins in 1937, winning the state title for two consecutive years. Last year Stephen Epler rated Hardy one of the greatest teams in the country. Quade, who is principal as well as athletic coach, passes along a number of his pet trick plays.

WHILE many beginning six-man football squads are intelligent enough to absorb a number of complicated plays, the writer believes that the general run of beginning six-man players has trouble assimilating plays of a complicated nature. As a rule they cannot be expected to learn more than the rudiments during the first season.

However, the choice of plays rests squarely with the coach. If he has a particularly adaptable squad, he may give them a number of deceptive plays right at the outset. Hence, while the accompanying plays are aimed primarily at experienced teams, there is no reason why they cannot be utilized by smart first-year teams as well. Hardy High has been successfully using these plays for the past two years.

X formation

The first three diagrams show Hardy attacking from its regular X formation. In **Diag. 1**, the center snaps the ball to the quarterback who crouches low to conceal the ball and spins to the rear. Usually the halfback drives by him first and runs through the hole between the left end and center. The half is followed closely by the fullback who runs through the hole on the opposite side of the line. The quarterback may pass to half or fake to him and pass to the fullback.

Diag. 2 shows a variation of the play. The quarterback receives the ball from center, fakes to both the half and the full and fades back for a pass to either back. **Diag. 3** is a

trick play that caught many Hardy opponents completely unawares and enabled the ball-carrier to get away for long gains. The quarterback takes the ball from center, spins and fakes to both the half and the full as they run past him. Upon completing the double fake, the quarter makes a center pass right back to the center who has remained in his original position. The latter reaches down, catches the ball as it passes between his legs and runs downfield.

Diag. 4 illustrates a play utilizing both a forward and a double lateral pass. The offense lines up in a Z formation and the ball is snapped to the quarterback. The quarter spins,

fakes to the fullback and then leaps high in the air for a two-handed basketball pass to the right end, who has checked his opponent and then cut over the middle. As the right end receives the ball, the left end comes shooting across between the receiver and center and takes a short lateral pass. The left end carries the ball until he is about to be tackled. He then laterals to the half and looks for a block. The half may run as far as he can or lateral to the fullback if the opportunity presents itself.

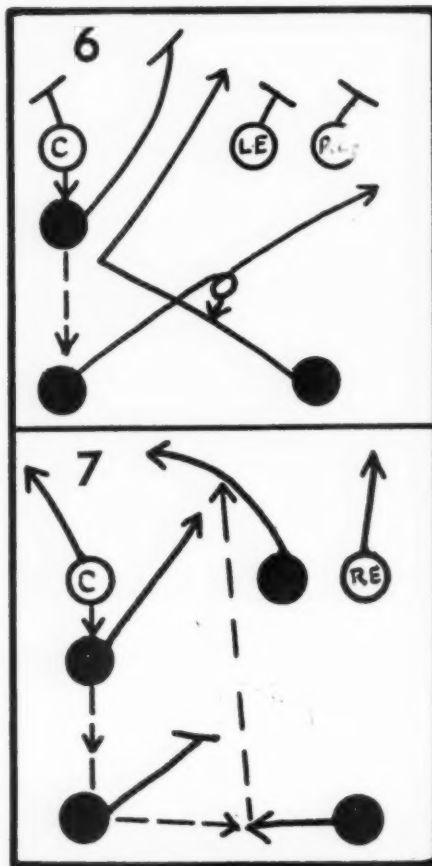
Spread formation

Diags. 5, 6 and 7 show the possibilities from a spread formation. In **Diag. 5**, the center snap is the signal for the players to start running simultaneously in criss-cross directions. The quarter tosses the ball back to the full who may either fake to the half when they cross or throw him a short pass.

Diag. 6 outlines a running play. The ball goes from center to the quarter and then to the full. The fullback starts out to the right, spins and gives the ball to the half. The latter continues going to the left and then cuts back through a hole in the line.

The pass play outlined in **Diag. 7** is one designed to keep the opponents guessing. The play starts out the same way as the cutback with the ball going from the center to the quarter and then to the full. As the opposing linemen start converging on the ball-carrier, he passes to the halfback coming over who throws a forward pass to any teammate in the open.

In this type of offense, the boy playing quarterback must be an expert ball-handler. If he can't spin and fake cleverly, the plays lose the all-important element of deception.



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SEVEN-TEAM LEAGUE MASTER SCHEDULE

By W. B. Marquard

W. B. Marquard, professor of applied mechanics at Lafayette College, outlines the construction of a round-robin schedule for a seven-team league.

IN planning a schedule for intramural competition, the determination of championships should always be secondary to the provision of maximum participation over the maximum period of time. The main purpose of the program should be to provide as much wholesome physical activity as possible for each participant. For this reason, it is more advisable to employ a round-robin type of tournament or series rather than the elimination type.

In a round-robin, a team may continue playing after it has been beaten. The elimination type tournament, on the other hand, automatically bars a defeated team from further competition, a feature not compatible with the educational aims of the program.

The purpose of this article is to show how to develop a flexible master schedule for a seven-team league. There are 21 possible contests in a round-robin of this sort. Since three games may be played simultaneously, seven playing days are necessary to complete the round. This means that each team will be idle on one of the playing days.

The problem is greatly simplified if the teams are numbered at the start. Further simplification is possible if Team 1 is kept idle on the first playing day, Team 2 on the second day, Team 3 on the third day, and so on. Hence the teams playing on the opening day of the round-robin will be 2, 3, 4, 5, 6, and 7. The teams playing the next day will be 1, 3, 4, 5, 6 and 7, etc.

The six teams participating on the opening day may be matched in 15 different ways. As a start, let us take the most common opening day arrangement with Team 1 idle, 2 playing 3, 4 playing 5, and 6 facing 7. This arrangement makes it necessary for Team 1 to play on each of the remaining playing days. We may then start the schedule as follows:

1 Day	2 Day	3 Day	4 Day	5 Day	6 Day	7 Day
2-3	1-3	1-2	1-5	1-6	1-7	1-2
4-5	4-6	4-7	2-6	2-5	2-4	3-4
6-7	5-7	5-6	3-7	3-6	3-5	3-4

Team 1's games may be arranged in any order with only one restriction; it should not play a team whose number corresponds to that

One different team remains idle on each playing day while the others continue their exchange of opponents.

1 Day	2 Day	3 Day	4 Day	5 Day	6 Day	7 Day
2-3 4-5 6-7	1-3 4-6 5-7	1-2 4-7 5-6	1-5 2-6 3-7	1-4 2-7 3-6	1-7 2-4 3-5	1-6 2-5 3-4
INTERCHANGE GROUPS						
2-3 4-5 6-7	1-3 4-6 5-7	1-2 4-7 5-6				
5-7 2-3 4-5					1-7 2-4 3-5	1-6 2-5 3-4
4-5 2-3 6-7			1-5 2-6 3-7	1-4 2-7 3-6		
	5-7 1-3 4-6			2-7 1-4 3-6		2-5 1-6 3-4
	4-6 1-3 5-7		2-6 1-5 3-7		2-4 1-7 3-5	
		5-6 1-2 4-7		3-6 1-4 2-7	3-5 1-7 2-4	
		4-7 1-2 5-6	3-7 1-5 2-6			3-4 1-6 2-5

of the playing day. For instance, it should not play Team 3 on the third playing day or 4 on the fourth day.

The way Team 1 should be scheduled in order to arrive at the most flexible master schedule depends entirely upon the order used in the opening day contests. If we choose the simplest first day arrangement, 2-3, 4-5, 6-7, then Team 1 should meet 3 on the second playing day, 2 on the third day, 4 on the fifth, 5 on the fourth, 6 on the seventh and 7 on the sixth day.

If the first day games were arranged differently, so that 2 played 4, 3 played 6 and 5 played 7, then Team 1 would meet 2 on the fourth playing day, 4 on the second day,

3 on the sixth, 6 on the third, 5 on the seventh, and 7 on the fifth. It is relatively simple to schedule Team 1, whatever the opening arrangement may be.

The method of completing the schedule will now be considered. When the opening 2-3, 4-5, 6-7 arrangement is used, Team 1 will play 3 on the second day and 2 on the third day, as previously mentioned. This leaves teams 4, 5, 6, and 7 to be scheduled on the second and third playing days. And since 4-5 and 6-7 have already met on the first day, we must necessarily schedule 4-6, 4-7, 5-6, 5-7. Thus we have 4-6 and 5-7, and 4-7 and 5-6, paired

(Concluded on page 22)

KEEP ATHLETES IN TOP FORM



COACHES who have made the Knox Gelatine energy drink a regular part of training routine report remarkable results with men in all branches of athletics. Squad men react with more sustained power during stiff competitive games. They go through rigorous training with mental alertness left for studies, due to less physical exhaustion. Unnatural weight losses are cut down. Injuries are less serious and more quickly healed. Similar benefits are experienced by track and crew men, basketball teams, and men engaged in other forms of athletics which require peak strength.

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that Knox Gelatine can increase energy output and postpone fatigue to an amazing degree. Knox Gelatine does not act as a quick stimulant. It is a food. Certain properties in Knox Gelatine aid the body in combating fatigue, thus greatly increasing staying power.

Investigate this astonishingly simple method of acquiring "that *extra* energy." Learn its benefits with your own squad. See verified reports of coaches who have successfully used this method of increasing the staying power of their men. For full information, booklets, etc., write Knox Gelatine, Dept. 81, Johnstown, N. Y.

HOW TO TAKE THE KNOX GELATINE ENERGY DRINK

Pour 3 oz. water into an 8 oz. drinking glass. Pour onto the water 3 envelopes (or three level tablespoonfuls of Knox Gelatine).

Add 2 to 3 oz. of chilled grapefruit juice (sweetened).

Stir briskly and drink immediately before it thickens.

Do this twice a day—before meals—for *seven days*.

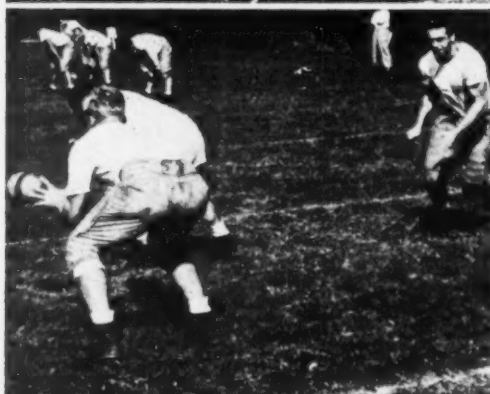
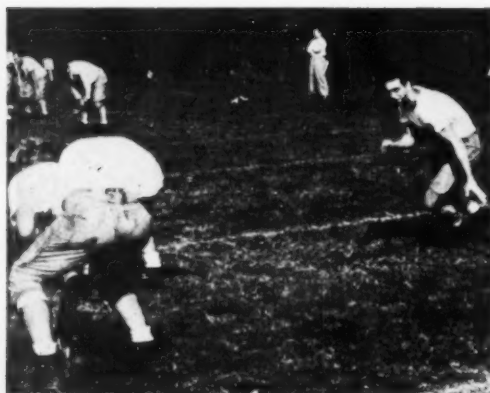
Then reduce to four envelopes (or 4 level tablespoonfuls) a day—two envelopes for each feeding.

Note—plain water or any other desired fruit juice may be used.



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up for playing days two and three.

The remaining teams to be scheduled on the fourth and fifth playing days are 2, 3, 6, and 7. And since 2-3 and 6-7 have already met, we must schedule 2-6, 2-7, 3-6, and 3-7. Thus we have 2-6 and 3-7, and 2-7 and 3-6, scheduled for playing days four and five.

In the same manner 2, 3, 4, and 5 must be paired up for the sixth and seventh days. Since 2-3 and 4-5 have already met, we must schedule 2-4, 2-5, 3-4, and 3-5. Thus the sixth and seventh days combinations find the lineup reading 2-4 and 3-5, and 2-5 and 3-4.

The complete master schedule then becomes:

1 Day	2 Day	3 Day	4 Day	5 Day	6 Day	7 Day
2-3	1-3	1-2	1-5	1-4	1-7	1-6
4-5	4-6	4-7	2-6	2-7	2-4	2-5
6-7	5-7	5-6	3-7	3-6	3-5	3-4

Each of the 15 possible opening day arrangements will produce a similar master schedule. The advantage of these master schedules lies in their elastic nature. If on each of any two playing days there are two contests involving the same four teams, then the playing days for these contests may be interchanged as shown in the accompanying table (see page 20).

The most difficult part of developing master schedules is the planning of the first schedule. Upon working out one, many others naturally unfold. Variations may be worked out by observing the following rules:

1. **Cyclic Change Rule:** If each number in the master schedule is increased by one (with 1 following 7 in the cycle), a new master schedule will be formed. The seventh cyclic change returns the combinations to their original form.

2. **Simple Interchange Rule:** If in any master schedule any two numbers are interchanged throughout, a new schedule is formed.

All-Star Hand Pass

In preparing the All-East squad for its game last month against the New York Giants, Coach Jock Sutherland stressed a type of ball-handling that was new to many of the all-star backs. On reverse plays, the ball-handlers were taught to hold the nose of the ball up and to pass by shoving it upward against the receiver's chest. Jack Lee of Carnegie Tech and Curly Stebbins of Pittsburgh demonstrate the technique in the pictures. After receiving the snap, Lee pivots to his right and grasps the ball around the middle with his right hand. As Stebbins shoots by with his hands held in a pocket, Lee slips the ball under his arm and up against his chest. The receiver drops both hands over the free ends and conceals the ball by carrying it over the far hip. Lee helps the deception by staying low and pulling his hand back quickly into his stomach, as if retaining the ball.

You'll want your students to read
this message on

IDEALISM in ATHLETICS

by

Ossie Solem of Syracuse

Ossie Solem knows football. But he also knows that he—and every other coach—has a bigger job to do than teaching the technique of blocking, tackling and passing. It is the job of instilling in students the spirit of idealism that is not only the foundation of all athletics, but is the most lasting benefit that a boy or girl can derive from sports.

On the following two pages is a poster containing a statement by Ossie Solem on this subject. This poster is made especially for high school bulletin boards, so that all students—your students—can read its important message.

How To Use This Poster

This poster, strikingly printed in two colors, appears on the next two pages. We have placed it here so that you can be certain to have a copy. Remember, as an athletic director and coach, you have a greater opportunity to influence the development of the students in your school than most other members of the faculty. This poster offers you a chance to make that influence more effective than ever before.

The poster can be easily removed without in any way damaging your copy of Scholastic Coach. With a knife, or letter opener, just fold back the two staples in the center spread and lift out the poster. Then mount it on your bulletin board where its message can be read not only by the members of athletic squads, but also by all other students in your school.

If you wish additional posters, we will gladly send you any number up to five from the limited supply we now have. If for some special reason you desire a larger quantity we will endeavor to fill your order. Write direct to this office or use the Master coupon on page 47 of this magazine.

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IDEALISM

**builds both
*morale and condition***



Says OSSIE SOLEM

Facts in Alcohol Education For Coaches and Physical Education Directors

Questions and Answers On ALCOHOL

Is Alcohol a Stimulant?

No. It is a narcotic, and as such it suppresses or lessens the activity of living matter. Although it gives a temporary sense of well-being, over a period of time it acts as a depressant to both mind and body.

Does Alcohol Lessen Endurance?

Yes. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise), and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good For the Nerves?

No. Alcohol seriously upsets the nervous system. It acts as a solvent and dehydrant, absorbing much of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Impair Judgment?

Yes. One of the most serious effects of alcohol is on the cortex of the brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves, and also reduces normal "inhibition" or caution.

Does Alcohol Affect Co-ordination?

Yes. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

AN AID TO ENDURANCE

By M. L. Petry

JUST as a football coach is constantly being flooded with fool-proof suggestions for touchdown plays, so is a trainer subjected to many freak notions concerning athletic diets, the value of the training table and similar subjects. In the past, our high school and college trainers found themselves bewildered by this extraordinary diversity of ideas. Today, however, much of the confusion has been dissipated. Trainers and coaches are now able to follow certain principles which have been established by scientific investigation.

For example, we know that in all forms of severe muscular activity there is a definite increase in the expenditure of physical energy. Consequently, the diet for the person engaged in such form of activity should supply him with enough fuel foods to keep up the energy and to rebuild worn out tissues. Science determines for us the kind and the amount of food that will do this job.

Latest food energizer

The latest food energizer to come out of the laboratory with a stamp of approval is gelatine. It has been found that this substance has certain properties which feed the muscles, thus storing energy which is readily available when needed. Practical research with college athletes have confirmed these tests. At Cornell University, Trainer Frank Kavanagh conducted a series of experiments on members of the crew, the basketball team and also the indoor and outdoor track teams. He found that unflavored gelatine enabled the athletes to take harder training, lose less weight and to maintain energy over longer periods of time.

During these tests, Kavanagh kept detailed weight and health charts on every athlete, before and after competition. He found that he could control weight loss with the proper intake of gelatine, and that the substance was an important factor in relieving fatigue.

Since fatigue is closely connected with fourth period injuries, Kavanagh believes that gelatine may aid in the control of these injuries. By building up the player's staying power and efficiency, it reduces the danger of injuries that occur when the player is tired and reacting sluggishly, a condition most mani-

fest during the latter part of competitive games. Gelatine enables the athlete to maintain his fine neuromuscular edge over longer periods of time.

During the past major league baseball season, many of the leading athletes took gelatine regularly to build up their stamina. Carl Hubbell of the New York Giants attributed a five-game winning streak to a gelatine diet. The other players also acknowledged an improvement in efficiency.

Method of feeding

Kavanagh emphasizes the point that gelatine training must be properly controlled and made a regular part of the pre-game routine. The trainer or the coach should not consider this feeding as a supplement to the regular training dietary. At Cornell last spring, the feeding was handled at the training table. At present, however, a "gelatine bar" has been installed in the locker rooms in order to make the drink more accessible to the athletes.

After considerable experimentation, it was found that the gelatine could best be served in a mixture of three ounces of water and three ounces of chilled, slightly sweetened grapefruit juice. The water was placed in the glass and the gelatine sprinkled on top, where it was allowed to soak for a few minutes. The juice was added, the mixture stirred and then consumed immediately.

The Cornell trainer gave his athletes six envelopes a day for the first week and then reduced the quantity to four a day, each man taking two daily doses. Whenever the records indicated a decrease in weight, the dose was increased to six envelopes or until the athlete put back his lost weight. Usually, only a few days were required for this restoration.

The average individual not engaged in heavy muscular activity may start with four envelopes a day for two weeks and then continue with two envelopes per day thereafter. The gelatine used to increase endurance and combat fatigue is not the ordinary mixture on the market that contains other ingredients such as sugar, coloring matter and flavoring. The gelatine for training table use is the pure, concentrated form.

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New Haven, Conn.

Sound Equipment

(Continued from page 11)

receive abuse while being moved from place to place. Sound equipment is no exception. For this reason, in selecting such equipment, see that the carrying cases, cables and other component parts are strongly constructed. The equipment should be able to be completely assembled and ready for use in a few minutes. The controls should be simple enough to permit even an inexperienced hand to operate them with only general instructions.

Uses indoors and out

There are unlimited uses for portable equipment for groups of all sizes. In a coaching school last summer, the instructor used such a unit to explain, clearly and without voice strain, the formations and plays of the demonstrating players. Another used it to make suggestions to runners on the track. Such units have been used to transmit instructions and to provide suitable music for large outdoor groups engaged in conditioning exercises. Track and field meets, folk dances, play days, outdoor games, general playground activities—all are handled more efficiently and with much less effort when the sound is amplified properly.

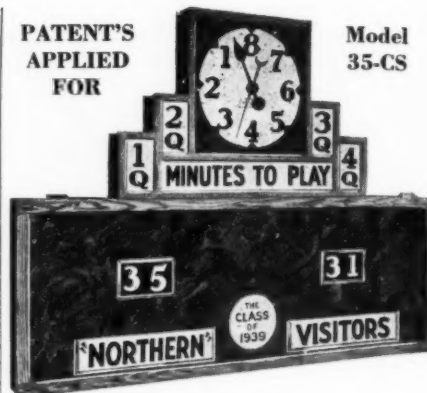
Indoors, there are many situations where this type of equipment is almost essential. Music for folk dances, gymnastics, drills, marching and social dances may be easily provided by attaching a simple record player to the sound system.

There is another important service which this simple sound reinforcing unit can perform both indoors and outdoors, that of giving the spectator a clear understanding of what is about to happen, what is happening or what has happened. This service includes important announcements, a running description of plays, incidental music during intermissions, substitutions, etc. Sound amplifying equipment makes every seat a ringside seat.

Only a few of the more common uses of portable sound equipment have been mentioned. The possibilities are unlimited. The selection of equipment for the specific uses you have in mind should be made with care. A special type of microphone may be needed to pick up the voices of actors or musicians on the stage. The type of loudspeaker selected and its placement are highly important. Do not hesitate to call on the sound engineer for advice.

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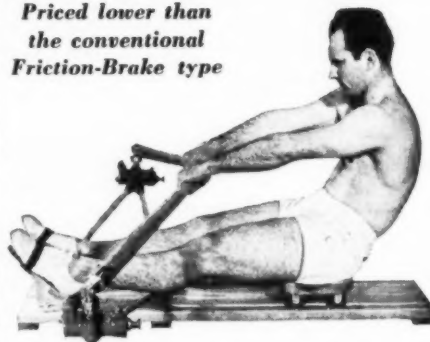
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Basketball Drills

(Continued from page 15)

deception (fakes), screening, making the basket, etc., should all be taken into consideration before determining a winner.

The coach may also use the contest idea to develop initiative on set floor plays. The teams may be sent into opposite halves of the court as before and told to execute spontaneous variations of their set plays. The players enjoy this opportunity to exercise their ingenuity and at the same time learn how to vary their attack.

Teaching periods

There are three questions pertaining to the actual teaching of the skills which are pertinent at this point; namely, (1) When is the proper technique taught to the players? (2) What methods are used to teach the fundamentals? (3) When and how are mistakes corrected? The following explanation may serve to clear up these points.

Before embarking on these contest-drills, the squad is given a two-week preliminary concentrated course on fundamentals. During this period, the players are given intensive instruction on technique and opportunity to apply their knowledge. Once the season gets underway, the instructive period will vary. One day the instructional part of the practice session will be conducted prior to the running of the contests; next time between drills, and frequently at the end. The amount of time devoted to the teaching of new skills is determined to a large extent by their difficulty. However, after the first month of the season, less and less time is required for actual teaching.

The best method of actually teaching technique is through demonstration, but supplementary methods will aid. Blackboard drills, slides, movies, newspaper and magazine clippings, are all visual aids of great value. It is also a good practice to take the players to witness games involving skilled players.

If a player makes an error during a drill, the correction may be made by calling the player aside while he is waiting his next turn in the relay. If the error is of much import, the coach may call a halt to the drill, and iron out the difficulty on the spot. There are occasions, however, when the coach should wait until the end of the session to correct an error or perhaps even until the beginning of the next practice.



CLAIR BEE

Head
Basketball
Coach
Long Island U.

"The fast, sustained tempo of basketball and the fact that the game is played indoors produce a heavy perspiration on the part of the athletes. Since absorption and evaporation of perspiration is vitally important to health, comfort and cleanliness, no stone should be left unturned to safeguard the players against every conceivable type of health hazard. Jerseys made of mercerized cotton yarn offer the coach that proverbial ounce of prevention. They absorb and evaporate perspiration twice as fast as ordinary cotton garments. They offer protection against colds resulting from sudden over-chilling and obviate skin irritations induced by wet, clammy top pieces."

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Garments of **DURENE** mercerized combed cotton absorb and evaporate perspiration *twice as fast* as garments of unmercerized yarn. Famous coaches agree that for athletes, mercerized cotton is best.

It will pay you to insist upon "Durene"

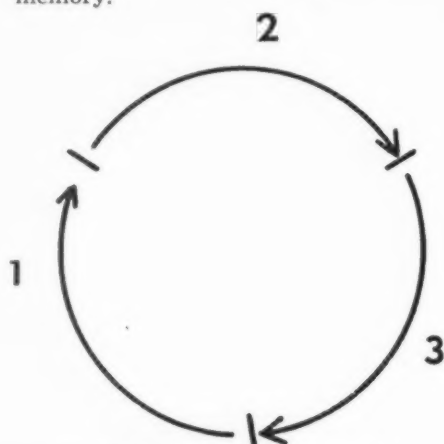
DURENE ASSOCIATION OF AMERICA
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RECENT TRENDS IN FOOTBALL RULES

By H. V. Porter

Secretary, National Federation Rules Committee

FOR a number of years, it has been agreed that the football rules are so complicated that their mastery requires an almost unlimited amount of time spent in study and a memory like an elephant. This is partly due to the fact that the game of football evolved slowly from earlier games such as rugby or rugger. The rules relative to the game grew by accretion rather than by predetermination. The result has been that there are many situations where the rulings can be learned only through a feat of memory.



Football in three time units

- NO. 1: From start of snap or free kick to change of possession or dead ball.
 NO. 2: From opponents' possession to dead ball.
 NO. 3: From dead ball to snap or free kick.

Coaches and officials used to complain about the complexity of the code, but no one seemed to be inclined to do much about it. The decision of the state high school athletic associations to adapt the game to the needs of the high schools is probably the most significant development that has taken place along this line. The fact that the use of the interscholastic code has grown during six years to the point where it now governs more than two-thirds of the football of the country is ample evidence that the efforts along this line are being appreciated.

One of the first tasks which confronted the interscholastic rules makers was that of definitely classifying the types of action and arranging the rules to govern each type. Since football is something of an exact science, there was no reason why the rules could not be written to embody definite principles. The action is divided into periods of more or less rapid activity, centering around the scrimmage and the periods between these scrimmages. However, until recently, no earnest attempt was made to fix the time when such action started and when it ended.

The interscholastic code is based on definite fixed times when action starts or ceases. A down is clearly defined as being the period which starts when the ball is snapped or free kicked, and ends when the ball is next declared dead. The scrimmage is also definitely fixed as to the time it starts and the time it ends. Prior to this year there was no definite dividing line between the ending of a down and the beginning of the period between downs. This was evidenced by the fact that certain fouls which occurred following the whistle were treated exactly the same as if these fouls had occurred during the down, i.e., prior to the whistle. The new rules provide an entirely different method of enforcement for fouls which happen after the whistle and which could not have had any effect on the advance. The rules are also very specific as to the time scrimmage ends.

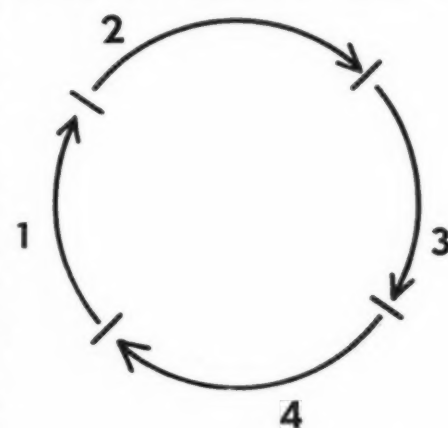
The game is, therefore, divided at present into three units. The first is action between the time of the snap and the time the ball is declared dead or has passed into possession of the opponent. The second unit is the period from the time the opponent secures possession until the ball is declared dead and the third unit is the time between the declaring of a dead ball and the beginning of the succeeding snap or free kick. The trend of rules making is toward the formation of specific rules for each of these units.

It is only in connection with the first unit that there remains considerable inconsistency. During this unit there is one method of administration for fouls which occur after the snap has been completed. Here are some illustrations. The general rule states that a foul by Team B results in first down for A. Also a team may always decline the penalty for a foul, provided it appears to their advantage to refuse such penalty. Certain fouls are exceptions to these rules. An offside by B does not result in first down for A and certain snap infractions may not be declined. As an illustration, if the ball is snapped to a player who is not eligible to receive it, the whistle is blown immediately and there is no opportunity for the offended team to decline the penalty. The same thing is true in cases where there are attempts to draw the other team offside or where the snapper illegally moves his feet or lifts the ball prior to the snap.

It would appear that the trend is in the direction of killing the ball in all cases where the foul occurs before the snap is legally completed. If this were carried to its logical conclusion, it would mean that the first time unit would be divided into two

units and the dividing line would be the time when the snap is legally completed. If this were done, it might be desirable to adopt a flat rule to the effect that the ball is killed immediately when a foul occurs between the time the snap is started and the time it is completed. Under such circumstances, there would be no object in continuing action since the penalty would always be enforced from the previous spot and the offended team would not be given the opportunity of declining a penalty. Such fouls would include those previously mentioned which are already governed by such a rule and a few others such as players illegally in motion and illegal shifts. The trend seems to be in this direction.

Certain other trends are also evident. One of these is a tendency to retain a gain or loss which has been legally made prior to an infraction. The first step in this direction was the rule change in connection with a pass thrown from beyond the line. Penalty is from the spot of the pass rather than from the previous spot. This year several other steps in this direction have been taken. All fouls which occur during a loose ball following a change of possession are enforced



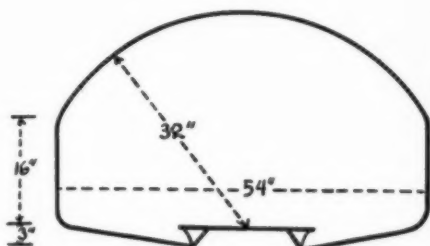
Football in four time units

- NO. 1: From start of snap or free kick to end of snap or until free kick is not short.
 NO. 2: From end of snap to change of possession or dead ball.
 NO. 3: From opponents' possession to dead ball.
 NO. 4: From dead ball to snap or free kick.

from the spot of the loose ball and in case there is a double foul following a change of possession, the down is not replayed and the penalties are disregarded.

A third important step in this direction is in connection with fouls which happen in the continuing action. In such cases the penalty is enforced as a foul between downs and consequently the number of the down is not affected by the infraction. An

illustration is in connection with crawling. This foul always occurs after the ball is dead. Prior to this year it has been treated the same as if it had occurred during the down and, therefore, had had some effect on the distance to which the ball was advanced. It is obvious that the crawling could not have had any possible influence on the distance which was legally made prior to the infraction. All of these changes are consistent with the policy of allowing a team to retain distance which has been legally gained.



Modified Backboard

DURING the past summer, the National Basketball Committee's new streamlined backboard (above) and similar shaped boards by the Fred Medart Mfg. Co., were given a thorough trial at various coaching schools throughout the country. The coaches in attendance were asked to observe the reaction of the boards under game conditions, keeping an open mind on their value. At the end of the experiment, the observers expressed their opinion in writing. The signed slips were then collected and sent to the National Basketball Committee for permanent filing.

The new banking devices passed their test with flying colors. The sentiment was overwhelmingly in favor of continued work with such boards and serious consideration for ultimate (optional) adoption. The specifications and the outline of the National Basketball Committee board have already been placed in the basketball guide. It was designed last year, after considerable experimentation, to eliminate waste areas, allow maximum shooting angles from the corners and to permit maximum visibility for the spectators.

A summary of the voting follows:

Coaching Schools	Votes	Pro	Con	Undecided
Butler University	32	15	12	5
University of Kentucky	43	24	18	1
Utah State University	57	53	4	
Duke University	10	7	1	2
University of Indiana	35	11	22	2
Logansport	70	39	16	15
University of Colorado	18	17	1	
Georgia	19	16	3	
Morningside College	23	19	3	1
Colorado H. S. Coaches	35	24	5	6
Kansas State Assn.	23	19	2	2
	365	244	87	34

Percentage favoring modified board...66+
 Percentage against...23+
 Percentage undecided...9+

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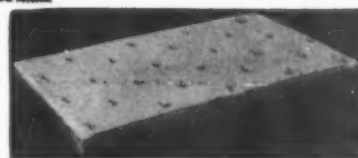
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New Books on the Sportshelf

HOW TO PLAY SIX-MAN FOOTBALL. By Ralph Henry Barbour and La Mar Sarra. Pp. 113. Illustrated—diagrams. New York: D. Appleton-Century Co. \$1.50.

RALPH HENRY BARBOUR is known far and wide as the author of a thousand and one blood-stirring epics on college and school athletics. In recent months, however, he has been devoting most of his time to the pursuit of the technical truth in sports. With the collaboration of La Mar Sarra, athletic director-coach of Plant High School (Tampa, Fla.), who also serves on the Football Rules Committee of the National Federation of State High School Athletic Associations, Barbour has already dashed off three non-fictional athletic volumes, the last of which is *How to Play Six-Man Football*.

The volume contains everything a player or coach needs to know about the game—rules, fundamentals, strategy, drills, equipment and officiating. The chapters on formations and plays are particularly illuminating. The six basic offensive formations and the two most popular defensive alignments (the 3-2-1 and the 4-2) are diagrammed in detail with the relative spacings indicated in each case.

The authors give at least five plays from each offensive formation and also four possibilities from kick formation. Each play takes up an entire page. The diagrams are large and clear and have detailed complementary captions. The last chapter of the book contains the official rules of the game as adopted by the National Federation. As can be expected, with Barbour at the helm, the book is exceptionally well-written and simple to follow.

PRE-COLLEGE FOOTBALL. By Robert C. Barr. Pp. 280. Illustrated—drawings and diagrams. New York: Frederick A. Stokes Co. \$2.

ROBERT BARR'S volume is one of the few books written expressly for the junior and senior high school coach. A secondary school coach of more than ten years' standing, Barr has learned from experience that the coaching methods used in college football are not always adaptable for boys whose mental and physical capabilities are still in the formative stage. With this thought in mind, he outlines a coaching, training, and development program for boys between the ages of 13 and 17.

Barr starts right from the beginning. He describes the type of man required for the job of handling younger players, and some of the things he must guard against. From there he goes on to equipment (both personal gear and field equipment), do's and don'ts of conditioning and actual methods of conducting the

work on the field. In the latter chapter, he gives a workable schedule for the first eight days of practice, including a series of conditioning exercises and methods of teaching blocking and tackling on the dummies.

The bulk of the book is devoted to the individual positions. The author gives the qualifications for each position and the various assignments of the player both on offense and defense. In his chapter on the backfield, Barr gives the fundamentals of kicking and passing. A special chapter is devoted to the signal caller (requirements, basic principles to remember and charts) and another to the game day program. This latter chapter covers the program preceding the game and the procedure during and after the contest.

The book is completed with 35 diagrams of plays and formations, together with detailed captions. The text is simply and clearly written and avoids unnecessary detail.

TABLE TENNIS COMES OF AGE. By Sol Schiff. Pp. 163. Illustrated. New York: Henry Holt and Co. \$1.25.

TABLE TENNIS is now wearing long pants. It isn't called "ping pong" any more, nor does mention of it evoke a tolerant smile. Not, at least, among people who have ever watched a pair of talented players stand 15 feet away from the table and bat lightning darts at each other for hours at a stretch. It is now a full-fledged sport with enough action, skill and excitement to whet the most exacting athletic appetite.

In this lively and authoritative book, Sol Schiff, the Don Budge of American table tennis, tells exactly how the game is played from the instant you pick up your bat for the first stroke clear through to the finer points of strategy and tournament play.

The plan of the book is simple. The author presupposes that the reader has no knowledge of the game at all, and begins from the very beginning, explaining the various methods of gripping the racket and how to produce spin. He then takes the reader through his full repertory of strokes, from both the forehand and backhand sides. To clarify the basic essentials, Schiff devotes a chapter to the recapitulation of all the details of stroke production.

From there he goes on into methods of practicing, and tactics in both singles and doubles play. The book also contains an appendix on the official rules, a section on equipment and a brief account of the outstanding modern players. Schiff expresses himself clearly and tersely and paints a clear word picture of each technique. His exposition is aided by 46 excellent action photographs.

HEALTH AND PHYSICAL EDUCATION CLASS AND RECORD BOOK. By Hugo Fischer, New York: A. S. Barnes & Co. 75c.

THIS class book has been prepared for the teacher of health and physical education. It has been designed to facilitate the keeping of records, and to make such records more readily accessible.

The book is 4½-in. by 10-in. in size, bound with a hard cover and arranged in eight sections. The first unit (Enrollment—Attendance) has been designed to record such routine matters as attendance, use of gymnasium suits, towels, etc. In part two (Health Record) may be listed notations from the health examination records, recent illnesses or operations, etc. Part three allows for a record of tests and measurements; part four, health instruction records; and part five, swimming records.

Parts six, seven and eight provide for an outline of the teacher's daily program with separate units for fall, winter and spring. In part nine (Intramural Athletics) are listed in alphabetical order activities which are commonly used in the intramural program. An additional page has been set aside for recording any activities which have not been previously listed, as well as other information pertaining to the pupil's record. General class notes may be recorded in the last part of the book.

GOLF (Its Rules and Decisions). By Richard S. Francis. Pp. 413. Illustrated. New York: The Macmillan Co. \$3.

THIS is a revised edition of the popular golf rules analysis which first appeared two years ago. It answers specifically every important question on rules and procedure which has been raised for many years. It explains the reasons for the rules as they exist and shows how they are based on equity and sportsmanship.

The book contains more than 300 decisions by the official golf fathers in both the United States and England, and gives references to all important decisions of the English committee made in recent years. The decisions are given under the rules that govern, and are fully indexed and cross-indexed so that any point of rules may be found at once. There are also chapters on handicapping, the management of tournaments and the writing of local rules.

The author, a member of the rules committee of the United States Golf Assn., has studied the subject and its records for many years and has had the assistance of the foremost authorities in compiling this work. Aside from its clear explanation of the rules, the text contains much humor and sound advice on the playing of golf in accordance with the letter and the spirit of the rules. The book is absolutely a clubhouse must.

Second, third editions

A TEXTBOOK OF PHYSICAL EDUCATION. By Jesse F. Williams and Whitelaw R. Morrison. Pp. 349. Illustrated—photographs and tables. Philadelphia: W. B. Saunders Co. \$2.75.

CORRECTIVE PHYSICAL EDUCATION. By Josephine L. Rathbone. Pp. 305. Illustrated—photographs and drawings. Philadelphia: W. B. Saunders Co. \$2.50.

HEALTH FACTS FOR COLLEGE STUDENTS. By Maude L. Etheredge. Pp. 410. Illustrated—drawings and tables. Philadelphia: W. B. Saunders Co. \$2.

THE Philadelphia publishers of these excellent health and physical education texts can never be accused of letting the grass grow under their feet. They keep revising their books on health subjects to keep abreast of the latest scientific advances. Practically every chapter in these texts has been revised to conform to present-day knowledge, necessitating in many cases a complete rewrite of the chapter. In addition, much new material has been added on many subjects. The authors are all outstanding in their fields. *Health Facts For College Students* is a third edition; the other volumes are second editions.

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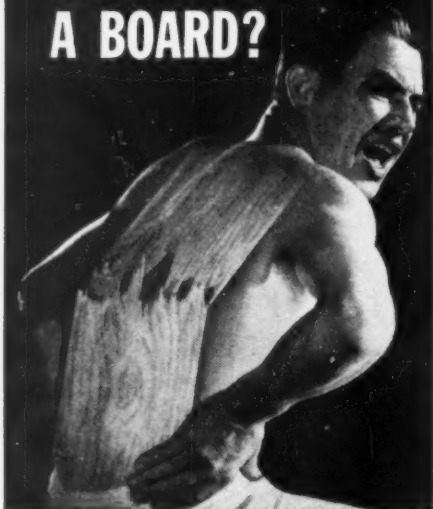
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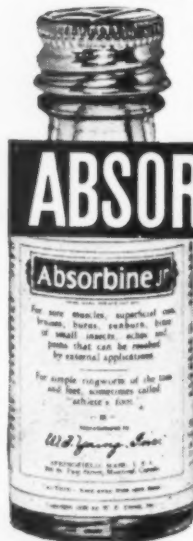


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Colorado Basketball Notes

Reported by **Edward Wagner**
Boulder, Colorado

WITH the assistance of veteran members of his championship basketball team, Coach Frosty Cox of the University of Colorado painted a clear picture at his home coaching school of the various elements that go into the making of winning basketball.

Like most successful coaches in all lines of athletic endeavor, Cox places a deep, abiding faith in fundamentals. He believes that once a player has been schooled in the proper fundamentals, the execution of plays and other intricacies will come easily. This was illustrated by watching the finesse and smoothness with which his seniors moved through their paces.

In building up a team defense, Cox first works on individual defense. The player is taught to expect one of three possibilities from his opponent—a shot, a cut to either side or a pass. The first two threats may best be hamstrung by assuming a boxer's stance with the inside hand up, the opposite foot back and the knees bent. If the opponent has the ball, the guard should maneuver close enough to block or at least harry a shot at the basket.

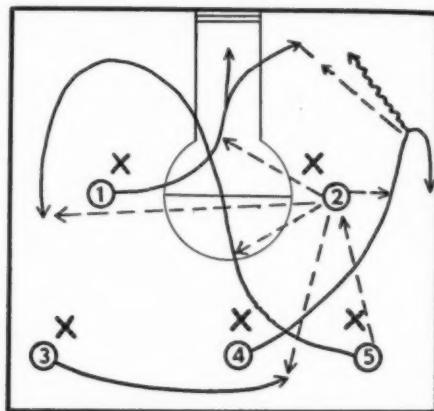
If the offensive man attempts to drive around, the guard should turn and run with him. He should never try to shift sideways but should play head on head and shoulders on shoulders, with the outside palm extended in a position to take an underhand swipe at the ball should the opening materialize. The opposite hand may brush very lightly against the opponent's leg to detect any sudden change of direction or quick pivot. If the cutter reverses direction, the guard should shift his feet like a second baseman and reverse hand positions.

A good guard always plays between his man and the basket, never gives the opponent a good cutting angle and is always a step ahead of him. The guard should keep his body on the same plane as the opponent's and study every move he makes. He should never leave his feet unless the attacker leaves his. And when he does, the guard should be ready to shoot his outside hand up to block the ball.

The first defensive drill should be based on defensive rebounding. For this type of practice, Cox posts his player about five and a half feet from the basket. The player's tail is

shoved outward, the knees and elbows well extended to the side and the feet well spread. As the ball comes off the hoop, he plays it at its highest possible point, maintaining the same body position as he jumps. He alights flat-footed, with the knees and elbows still extended and the legs well spread. He touches the ball to the floor, feints with the head and shoulders and then dribbles out to either sideline.

In this drill, one player shoots at the backboard while a second plays the rebound. The rebounder dribbles to the side and then passes out to the shooter breaking up the floor.



Offensive Pattern

5 passes to 2 and then moves over to screen X4. If 4 loses his man, 2 may pass to him or to 5, cutting down the middle after screening. If 4 gets the pass, he may drive in with a dribble or whip the ball to 1 under the basket. If 2 is struck with the ball, he may pass out to 3 or 5.

Other basic defensive drills include the one-on-one, where an offensive man receives the ball and tries to out-manuever a guard closing in on him at the free-throw line; one-on-one pivot-post guarding; one-on-one guarding against a change of pace; one-on-one guarding against angle and hook shots; two-on-one, where one defensive man fights off two offensive men coming down the floor, by (1) retreating and keeping in front of them, (2) forcing a play by taking one step toward the player with the ball, and (3) fighting for the rebound.

The three-on-two is a logical drill with which to follow up the two-on-one. The two defensive men in this drill shift into a tandem position facing the ball, one under the basket and the other about 10 to 15 feet in front, both playing the ball. Next comes the five-on-three, where the

defensive men assume a triangular position in front of the basket. They shift their triangle as the ball moves and force the offensive men to shoot over the triangle.

Carrying the defensive drills one step farther, you get a five-man defense which can be either a man-to-man, a passive zone or an aggressive zone. The aggressive zone differs from the passive in that the two front men are constantly pressing the offense to induce a bad pass or to steal the ball for a fast break. In a passive zone, the five men play a more compact defense which is harder to penetrate. In both these defenses, the three back men play a shifting triangle in front of the basket. Cox shifts his defense, as well as his offense.

Before starting work on team offense, Cox gives his players a complete schooling on the various individual offensive weapons. Each player is expected to perfect the five basic passes that follow:

TWO-HANDED PUSH. This pass is executed by placing the ball in the cushions of the four fingers and the thumb, cocking the wrists and then snapping them forward, the arms following through to assure a dead ball, that is, one without backspin. One foot is kept forward and the ball is aimed about waist high.

BOUNCE PASS. The ball hits the floor about two feet in front of the receiver and bounces up in front of his crotch. This has a tendency to keep the receiver down low, making the pass harder to intercept.

FULL-ARM HOOK. This pass is accompanied by a feint and a cross-step to get away from the defensive player. As the ball-handler cross-steps from a low, crouched position, he sucks the ball into his right hand and looks over his shoulder at the receiver. He springs off his left foot and throws the ball over his left shoulder. In alighting, the feet are well spread with the knees bent and the body facing the direction of the pass.

SHORT FOREARM HOOK. This is a companion pass to the full-arm hook, and is used to feed a man going in for a layup, particularly when the passer is closely guarded. The passer cups the ball at the edge of the shoulder with his forearm almost perpendicular to the floor. As the ball is released, the weight is shifted to the front foot for leverage.

OVERHAND THROW. This pass is similar to the catcher's throw in baseball. The fingers are well spread behind and slightly under the ball. The ball is released directly over the shoulder, the hand following through to eliminate curves.



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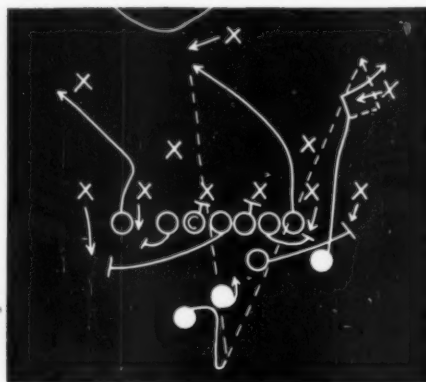
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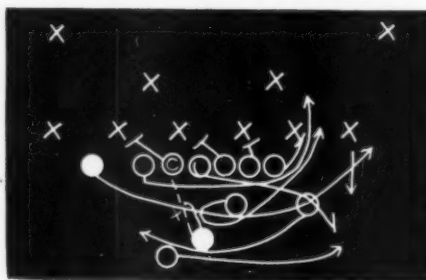
(Continued from page 13)



Diag. 8

"The idea on pass plays," asserted Harlow, "is to force the team that wants to use a zone defense to cover man-to-man." In Diag. 8, the defensive right half comes up to cover the left end. The ball is then passed to the right end in the zone the half vacated. The right end goes down shallow enough to make it tough for the safety man to pick him up.

When the safety man starts coming in after the right end, the defense may be crossed up with a slight variation of this play. Instead of going up the field, faking left and cutting right, the wingback may first fake to the right and then cut left toward the territory left vacant by the safety man. The left guard and the outside tackle drop back slightly to take the defensive tackles, the right guard pulls out to take the defensive right end and the inside tackle slides over to block the guard.



Diag. 9

Every good spinning attack has a powerful end-around play, and Harlow's is no exception. His end-around play (Diag. 9) is a carefully planned, beautifully timed offensive weapon. The fullback fakes to the tailback, spins and takes one step before releasing the ball to the left end, who hesitates one count before coming around.

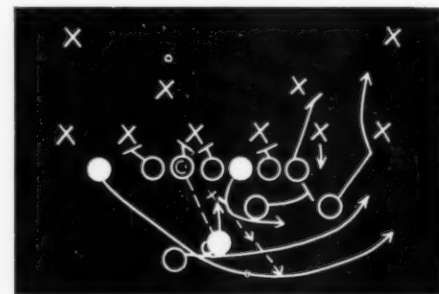
The quarterback takes one step to the left and then comes back to lead the play towards the defensive halfback. The left guard pulls out to take the left backer-up, while the

right guard comes back to block the defensive left end.

Diag. 10 outlines a cleverly concealed lateral pass play after a fake buck. The wingback merely shoulders the defensive left end and goes on to take the halfback on his side. The quarterback cracks down on the tackle. The inside tackle pivots, takes one step back and receives the ball from the fullback. He steps toward the left end swinging around and laterals back to him. After passing, the tackle continues on around with the tailback.

General notes

The coach should start his season with one thing firmly set in mind—the success or failure of the season will be determined in the first six weeks' work. It does not pay to change the offense in mid-season. The players will lose confidence in both themselves and the coach.



Diag. 10

In the main, the first two weeks should be devoted to conditioning work and to laying the frame-work of the season. The conditioning work may be arranged as follows:

1. Grass drills.
2. Shadow boxing for backs and wrestling for linemen.
3. Running backward and sideward as practice for pass defense.
4. Rope climbing for arm development.
5. Rope jumping for legs and wind.
6. Running in boxes to acquire high leg lift.
7. Short sprints for speed. (To get the most out of the boys, fix the races so that slow men race other slow men.)

While it is important to place the men in their proper positions, the coach should play his best 11 men irrespective of where they have played before. He should not shift men after the first week, or be too ready to break up a combination when it loses.

In early scrimmages, the offense should not be too varied and should include some short-side plays and passes. Don't scrimmage the boys until they know their assignments. If the boys are to be kept interested and to improve, the work must be planned to keep everybody busy.

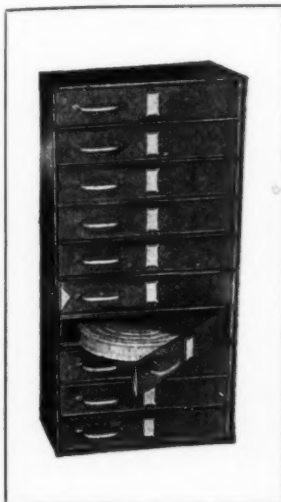
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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

We would like to get the details of Sam Balter's famous story about an official's "predicament of predicaments." It seems that two high school football teams were engaged in a furious scrimmage near the sidelines when a substitute jumped up from the bench and started into action. The coach dragged him back but the ball he had been holding bounced on to the playing field just as the halfback fumbled. The whistle blew but not in time to keep touchdowns from being scored simultaneously at opposite goal lines. Then the riot started.

Wayne Cusic, now coaching "somewhere in Georgia," received his first golf instruction from Fritz Capps, former Little Nineteen star at Illinois College. After twenty minutes of preliminary swinging, Cusic decided that golf was pretty simple in comparison with football and announced that he was ready to tee off for his maiden round. "What's par?" he asked, as he swung hard at the little white ball and missed it completely. He grinned and tried it once more. The ball ignored him. A crowd began to gather. He missed a third and changed balls. Four more terrific slashes met no visible resistance. Then he put his club down gently on the grass and started for the club house. "Tough course," he muttered, shaking his head.

The Finns, who have long been applauded for their honesty, may now be acclaimed for their optimism. They are still going ahead with plans for the 1940 Olympic Games.

A news report indicates that Harry Kipke, "who made less than \$10,000 a year as football coach at the University of Michigan, has earned more than \$50,000 in his first year as a

business man in Detroit." Before all the coaches in the country chuck their jobs for greener pastures, we would like to suggest that possibly Kipke's reputation as a coach and player may have had something to do with his business success.

For the fifth consecutive year the football staff at Northwestern University remains unchanged. From the looks of the wealth of material on hand, there probably won't be any immediate necessity for the alumni to work up a stew.

One of our favorite pastimes is reading good sports stories. We would like to conduct a readers' poll to select the most popular story for each sport. For basketball, we nominate again Richard Macaulay's *The Cock-Eyed Wonder* in the *Saturday Evening Post*, Feb. 24, 1934. For track, we have a new favorite: Chapters 19 and 20 of *The Iron Duke*, John R. Tunis' great story of modern college life. For polo, Rudyard Kipling's *The Maltese Cat* is beyond competition, being perhaps the world's greatest sports story.

Donn Byrne's *The Tale of James Carabine* ranks well up in the list for prize fighting, along with Jack London's *The Abysmal Brute*, Ernest Hemingway's *Fifty Grand*, and Ring Lardner's *Champion*. Wythe Williams' *Splendid with Swords* is a superb fencing story. In baseball, football, golf, tennis, and hockey there are many from which to choose. *Delicate Cedar*, an English story reprinted in one of the *Atlantic Narratives* collections, heads the rowing division. What are your favorites?

Back in 1928, when we were doing graduate work at the University of Illinois, we took time out whenever there was a ball game primarily to watch a fiery little third baseman in action. He had everything except size. But his name, the last half of which

he subsequently shelved, made up for that. We welcome Jimmie Lymperopolous to *Coaches' Corner*. He is baseball coach at Versailles, Ohio. During 1937 and 1938 one of his pitchers, Clarence Gerling, won thirty-five straight games. This year his successor, Dick Magato, has turned in twenty-one without a loss.

"Magato has pitched 2 no-hitters, 3 one-hitters, and no team has made over 5 hits against him. But more important is the fact that he has walked only 10 men in the last 18 games, two of them intentionally. He has averaged two strikeouts per inning. Against Ansonia last spring he pitched a perfect game, no man reaching first. The first 13 batters struck out! He's going to Ohio State this fall."

Is there anybody around here who thinks he can pitch?

What's this about Stephen Epler, inventor of six-man football, coming out with a new six-man baseball game? According to rumor it's played on a triangular field. What happened to three-man basketball? The general idea seems to be that of getting more people to play by having fewer in the game.

What constitutes a season's supply of athletic equipment for a big university? Northwestern started practice with 330 pairs of shoes, 100 dozen pairs of socks, 100 footballs, 250 pairs of pants (Whoa, there! More shoes than pants? Coach Waldorf must be planning on a mighty potent running attack), 300 jerseys, 200 headgears, 500 towels (the fans must collect these), 50 dozen sweat shirts, and 175 pairs of hip and shoulder pads.

To help cut down the "Lost in Action" list there are 300 pints of rubbing alcohol, 3 miles of tape, 2 miles of gauze, and 100 pounds of cotton. The *Evanston Review* sports editor says not to be alarmed.

"The boys reported in excellent

condition and experienced their first contact work of the year on the first day of practice when they removed the north end of the locker room trying to get out to the field—some dope had labeled the cement wall 'Notre Dame'." Whereupon one of the Irish remarks, "Why run? Notre Dame hasn't even started practice yet."

What softball teams claimed to have played 377 innings in 17 hours? Clyde Harvey of Tampa, Fla., says it can't be done. The innings would have to be less than three minutes with a put-out approximately every thirty seconds. He wants to know when there would be any time to score all of those runs that were reported.

BILL WOOD

Scholastic Golf Program

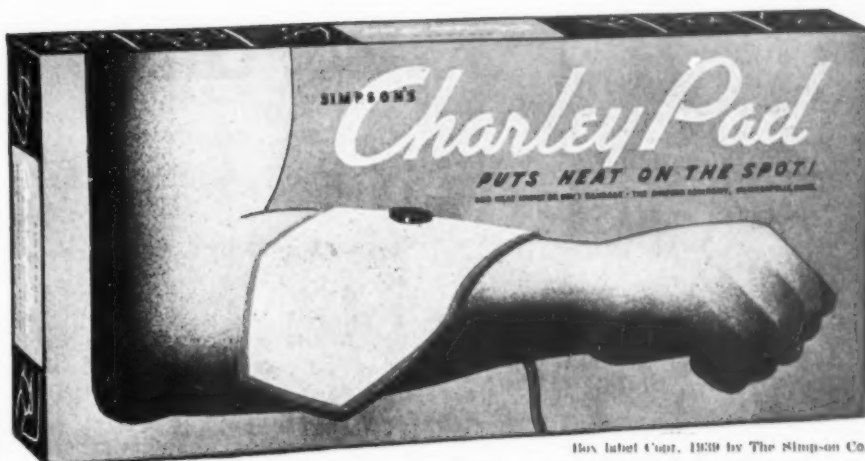
IN conjunction with a national high school golf tournament which Scholastic will conduct next Spring, *Scholastic Coach*, beginning with the next issue, will feature a series of instructive articles by Ben Thomson, Yale golf coach, designed to aid the golf instructor in increasing participation in golf by high school boys and girls.

Thomson is a Scot with a very Scotch background. He served his apprenticeship as an amateur player in Scotland, and later became a professional, teaching at Southampton, Mount Kisco and Aiken. Since 1926 he has been turning out the par busters at Yale.

With almost 30 years of golfing experience behind him, Thomson is particularly qualified to lay down the most effective playing methods. He has unusual gifts as a teacher, including a knack of expressing himself simply and clearly. His series will be presented in a style easy to follow, and supplemented with many illustrations.

The November article will be general in nature, stressing the values of golf and its place in the modern progressive high school physical education program. In December, Thomson will concentrate on teaching methods. He will show how to arrange a class for group instruction and what equipment will be necessary for both indoor and outdoor lessons. The article will be concluded with instruction on grip and stance.

In January, the Yale coach will describe completely the swing for the wood clubs, showing the causes of slicing and hooking and how to correct them. The February article will be devoted to the short game, and will include the methods of playing sand traps, rough, and uphill, downhill and sidehill lies. Thomson will conclude his series with an article on general teaching hints for team and individual play. The article will also cover golf etiquette and how to prepare the team for its spring schedule.



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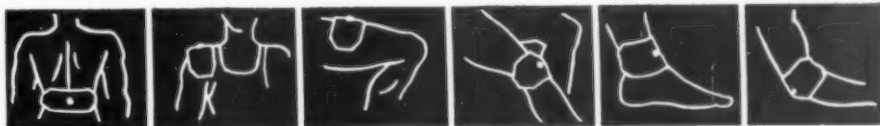
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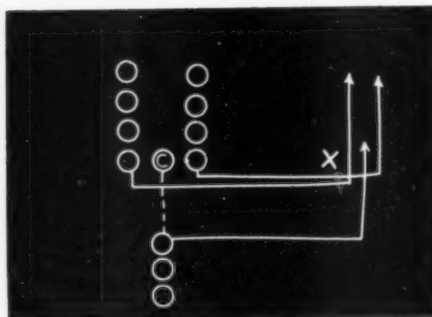
Douglas R. Mills

Reported by Beryl K. Longmans
Zeigler, Ill.

HIGH school men at the University of Illinois Coaching School found Douglas R. Mills' football course to their liking. The Illini freshman coach gave a complete course on the game, stressing the details of particular importance to men in the scholastic field.

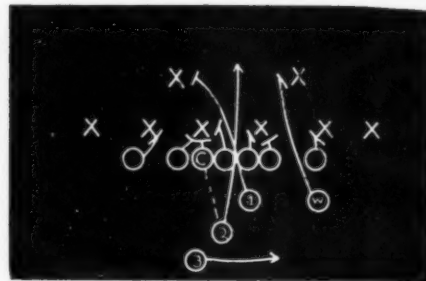
Mills believes all football coaching should start with instruction on stance. Without a strong comfortable base of operations, a player cannot be expected to block effectively. Mills teaches a wide, comfortable foot spread with the feet approximately parallel and one foot slightly in advance of the other. The tail is low, the back straight and the head up, looking straight forward and relaxed and motionless as possible. The knuckles of the grounded hand are flat on the ground with very little weight on the hand.

In charging, the player starts with the rear foot first and moves with short, choppy steps, keeping the tail low. The most common fault of the average high school player is a tendency to lunge at the opponent rather than charge into him. The boy should stay low on the first step and drive on through the opponent. The arms should be kept close to the body, with the head up and the eyes open.



Diag. 1

Mills gave as the basic blocks for linemen the shoulder block, for opening holes, and the body or pivot block, for checking. In executing the shoulder block, the player charges hard into the opponent's thigh, driving not lunging, and keeping one leg under the body at all times. The shoulder is driven into the thigh and the opponent quickly pinned in the angle formed by the neck and shoulder. The head is kept up with the eyes open and on the target. The charge is con-



Diag. 2

tinuous so that the opponent is shuttled back and then to a side. Mills considers this block the basic weapon of a lineman's repertoire, and recommends 30 minutes of daily practice on it.

The pivot block is executed by stepping forward with the foot nearest the opponent and then pivoting on it as the body and other leg are swung around horizontally across the path of the defensive player. The hip is simultaneously driven hard into the man. This block is frequently used by the center to plug the gap left by the guard pulling out.

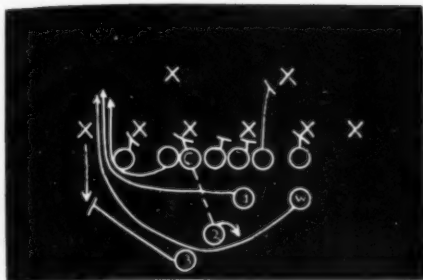
When leaving the line for interference, the guards employ the same stance as for drive plays. On the turn up the field, the inside guard goes to the outside and the outside guard takes the inside. They have no specific men to block, and turn up the field shoulder to shoulder.

Diag. 1, a habit drill for all linemen, serves a double purpose. It gives linemen an opportunity to practice pulling out and at the same time enables the backs to get used to picking up and following interference.

Red Grange sequence

Mills then outlined a series of plays that were built around Red Grange when the greatest of all open-field runners was an Illini operative with a big No. 77 on his jersey. In his blackboard diagrams, Mills showed the individual blocking task of the ends, tackles, guards, backs and center.

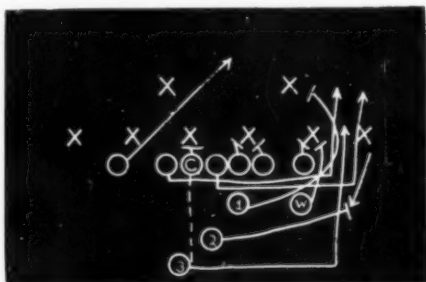
Diag. 2 is a straightaway smash with the No. 2 back carrying the ball. The left end takes the defensive tackle out; the two guards and the center apply terrific pressure on the right guard to move him out to the left left; the tackles take the left guard; and the right end blocks the left tackle. The wingback goes through for the left backer-up while No. 1 goes for the other backer-up. The No. 3 back fakes to the right. The ball is snapped to the No. 2 back



Diag. 3

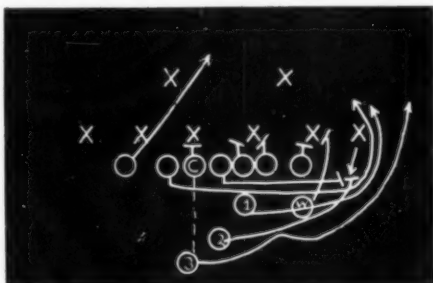
who drives straight through between the defensive guards.

Diag. 3 outlines a weak-side reverse from the No. 2 back to the wingback. The left end takes the defensive tackle in; the left guard pulls out and leads the play; the center takes the defensive right guard; the right guard and inside tackle team up on the left guard; the outside tackle goes through for secondary; and the right end blocks the left tackle. In the backfield, the No. 1 back leads the play while the No. 3 back is taking the right end. The No. 2 back receives the center snap, turns and hands the ball to the wingback coming around. The ball-carrier runs inside the defensive end.



Diag. 4

The off-tackle play in **Diag. 4** is one of the strongest plays in football. The left end goes through for secondary; the guards pull out and lead the play; the center and the inside tackle block the defensive right guard; the other tackle takes the left guard; and the right end and wingback block the left tackle in. The No. 2 back drives the defensive left end out, as No. 1 leads the ball-carrier to the hole.



Diag. 5

In the in-and-out end run outlined in **Diag. 5**, the assignments are the same as for the preceding play,

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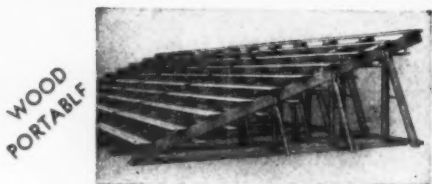
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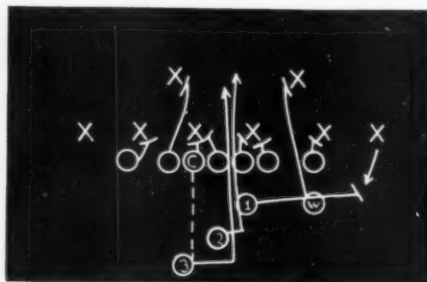
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with only one exception. The right guard, instead of leading the play, helps the No. 2 back take the end in. The ball-carrier starts in and then swings out around end.

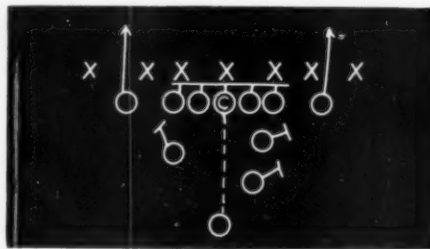


Diag. 6

Diag. 6, a cut-back, is a logical play with which to follow up the other plays in this series. The left end blocks the right tackle out; the left guard goes through for the right backer-up; the center and right guard take the defensive right guard; the tackles drive the other guard out; the wingback goes for the left backer-up; and the No. 1 back takes the left end. The No. 2 back steps to the right and then cuts back to lead the ball-carrier through the hole between the guards. The No. 3 back receives the center snap, takes a step or two to the right and cuts back over center.

Backfield blocking

The backs are taught the same blocks as the linemen, but with more emphasis on the open-field type of blocking. A back must keep his feet as long as possible, aim high and drive hard through the arms. In working on an end, the blocker will get the best results with a body block. Mills outlined three methods of giving blocking protection on



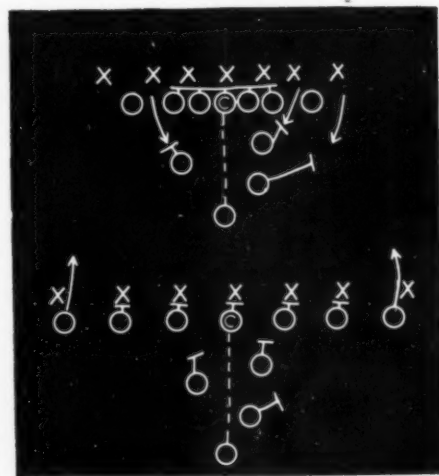
Diag. 7

punts. The first, **Diag. 7**, is the wedge type of blocking. The linemen from tackle to tackle turn toward center and check as a unit. The three close backs pick up the rushers.

The man-to-man style protection is outlined in **Diag. 8**. The line blocks the same as in the preceding diagram, but the three backs are assigned to specific men. No. 1 is assigned to the left tackle, No. 2 to the left end, and No. 3 to the right tackle.

The third method, though seldom used, is very highly thought of by the Illinois frosh coach. He calls the alignment a spread punt (**Diag. 9**). This formation spreads the defense and makes it impossible for them to get to the kicker. It also provides good defensive balance after the kick, since the men are already spread out over the field.

There are two effective defenses against punts: hurry the kicker or make a long return of the kick. At the University of Illinois, hurrying the kicker is stressed first and returning the ball second. However, if the defensive team has a speedy boy in the safety position, it will pay to play for long returns. In this case, the line should block the kicking team's linemen and hold them up as long as possible in order to give the receiver time to pick up speed. If the safety man is not particularly fast or clever, the thing to do is to rush the kicker. He should not be given time to get off a long kick. The rushers should try to block the kick or force a short kick by hurrying him.



Diags. 8 and 9

Mills went into considerable detail on defense. He believes two-thirds of the coach's time should be spent on this phase of the game. The ability to tackle is one of the first essentials of a good football player. To make the tackle sure and punishing, the defensive player should make contact while he is running at top speed. An over-cautious boy will not make a good tackler. The approach should be low with the eyes open, the head up and the tail lower than the shoulder. The player steps in deeply with the leg on the side he is making the tackle and drives his shoulder hard into the man's midsection. At the moment of contact, he whips his arms around the ball-carrier's legs, squeezes and keeps leg driving to drive the man back and down. The dummy pit is a good place to develop good form.

Eddie Anderson

Reported by Walter Olsen
Ute, Iowa

AT THE Morningside College Coaching School, Iowa University's new coach, Eddie Anderson, gave a complete course on the system of football with which he won his spurs in the East. He broke down the various phases of the game into its fundamental parts, and carefully analyzed each component. Later he had the student teachers working overtime making diagrams of the plays which gained so much ground for Holy Cross last year.

Before going into any technical expositions, however, the Iowa coach touched briefly on the matter of equipment. Since a player is subjected to more physical contact than in any other team game, it is of utmost importance to give him the best possible type of protection.

A player with bad feet is of little value on a football field. It is therefore most important that he have perfect-fitting, comfortable shoes. The toes should not extend to the end of the shoe, but should have about a half-inch of play to prevent rubbing and crowding. The rest of the shoe should be snug, but not tight.

Shell pants best

The most practical type of pants is the shell type with a full top and a snug knee. The hip pads should not be too heavy nor should they extend too far up on the body. For shoulder girdle protection, Anderson equips his backs with the heaviest shoulder pads he can purchase. He also insists upon stockings to protect the legs. However, he admits that it is sometimes quite a job to get the boys to cover their legs.

The helmets should be well ventilated, fit well down over the forehead and have a sponge rubber top-piece on the inside. If the school can afford the expense, each boy should be equipped with two game-day jerseys; a light cotton jersey for warm weather use and a jersey of heavy wool for cold days. The practice field should contain a set of blocking and tackling dummies and a charging sled.

After a short lecture on fundamentals, Anderson took up the problem of defense from the point of view of cooperative effort and team unity. The defense must be planned to utilize all available

(Continued on next page)

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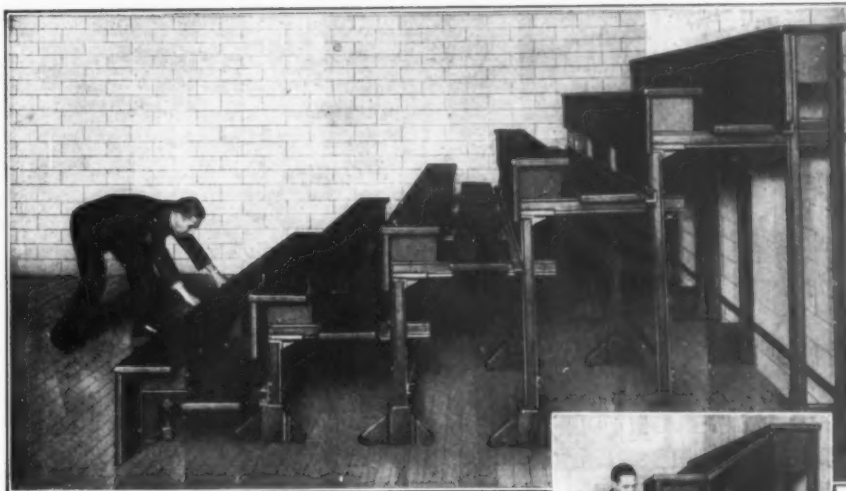
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talents to the best advantage. No individual should be asked to assume more than a reasonable share of the work. The players should line up on the other side of the ball obsessed with the idea of getting it. They should be aggressive and go for the ball whenever possible.

The alert lineman expects every play to come through him. For this reason, he is always ready for the play when it does come his way. He never takes things for granted. He always weighs the situation, the down, the number of yards to go, the score, the condition of the field, and other factors determining the quarterback's selection of plays. When the opponents spring a formation which the defensive players haven't seen before, the defense is instructed to play a man and a half apart and to fight as hard as it can.

In general, the ends play with their inside foot forward and take their initial step with the same foot. This enables them to go either way quickly and effectively. The weak-side tackle drives in hard. The tackle on the strong side picks his own hole to play in and takes an assigned man on pass plays. The guards go straight in, never giving an inch either way but always fighting through the hard way.

The kicking game

Anderson regards the punt as one of the game's most potent offensive weapons. With Nile Kinnick, Iowa halfback, on tap for demonstrative purposes, the new Hawkeyes' coach outlined the essential fundamentals underlying all types of kicking. They are in their general order:

Balance. The kicker should stand with the feet slightly spread, the kicking foot slightly in advance and the weight well balanced and under control.

Holding and aiming the ball. The ball is balanced in the right hand with the lacing up and the middle finger under the lower middle seam, toward the rear of the ball. The ball is pointed a little to the left of the foot.

Eye on the ball. Where a ball is involved, it is always necessary for the athlete to keep his eye on it. The kicker should practice until it is second nature for him to look at the ball while kicking, no matter what is happening around him.

Actual kicking. As the ball is lowered to the foot, the left hand comes off but the ball still remains properly balanced and aimed so that it can be dropped without change of position to the kicking foot. The ball is dropped by simply with-

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drawing the hand from under it. Anderson recommends two steps in kicking, with the second step a big one in order to get a good arc in the kicking foot. The ball is dropped from the hip and contacted with the full power of the leg about two feet off the ground. If necessary, a rocker step may be employed.

Follow through. It is the follow through and not brute force or leg drive that makes for distance and accurate kicking. The length of the follow through determines the distance of the kick. The swiftness of the follow through controls the speed of the kick.

Timing. This quality is a sixth sense. Without it, you cannot become an accurate kicker. Few kickers are timed so well that they do not need constant practice to improve it.

In the daily practice sessions, the regular center and the kicker should practice together in order to get used to each other. The kicker should practice punting away from the safety man and also out of bounds between the 15-yard line and the goal line.

Quarterback kicking hints

Anderson concluded his lecture on kicking with a strategy plan for quarterbacks. He listed 14 quarterback hints on the kicking game. They are:

1. In general, with normal wind and field conditions, during an even game, apply the following rules: (a) Kick on first down up to your 10-yard line; on second down up to your 20, unless the previous running play has gained considerable yardage. (b) Kick on first, second or third down between your 20 and 40. (c) Quick kick on first or second down between your 40 and 50. (d) Kick on fourth down beyond the 50.

2. Special instructions for wet, muddy fields will be given on game day. The quick kick is a good weapon with a wet ball.

3. Try to anticipate when you are going to kick. If possible, use a man other than the kicker on the play preceding the punt. This gives the kicker a chance to rest before punting.

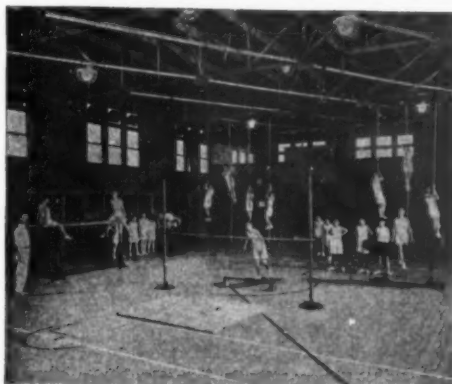
4. Against a strong wind, hold on to the ball as long as possible.

5. With a good wind behind you, take advantage by kicking frequently.

6. In an even game, if you are out-kicking your opponents, keep kicking and playing for the breaks. If you are being out-kicked, hold

(Continued on next page)

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on to the ball as long as possible and press your running attack.

7. Always check your kicker to see that he is at least 10 yards back of the line of scrimmage. This is particularly important in the end zone where most kickers have a tendency to close up.

8. Check the protection of the kicker; that is, the spacing and position of the backs.

9. Always check the opponents' defense to see whether there are any extra men in position to come through to block the punt.

10. Check the actual position of the ball on the field. Do not call upon your kicker for herculean feats.

11. Encourage the punter. Talk with him now and then during the game. If the opportunity presents itself, speak to him just before the punt, especially when you wish the ball placed out of bounds.

12. In the center of the field, kick to the corners.

13. Keep a constant check on wind conditions.

14. In a scoring zone, remember the place kick as a weapon and bear it in mind as you maneuver.

Scouting reports

Anderson wound up his course with a brief lecture on scouting. "The best type of scout," he said, "is the one who comes back and tells you which of your plays will work best against the team scouted." About all the coach really has to know is the enemy formations. From these, he ought to be able to figure out a defense and an offense.

When the coach assembles the information given to him by the scout, he should not try to give the boys too much. The basic points which the players should know follow:

Kickoff. How do the opponents line up when they kick, and how do they line when they receive? Who is their dangerous ball-carrier and where does he line up? Do they go in for on-side kicks?

Offense. What are their formations and how do their plays compare with yours? Where do their receivers go on pass plays? Who are their dangerous "catchers"? Who are their good backs and which way do they like to run? Who plunges? Who passes? Who kicks?

Defense. How do they line up on defense? What kind of pass defense do they use? Who pulls out on passes and how do they block?

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Jim Harris

WHEN Eddie Anderson stepped down from the rostrum he passed the instructor's baton to his line coach, Jim Harris, who demonstrated the various types of offensive line blocks and then outlined the duties of each lineman on defense.

The Iowa line coach opened his discussion with an illustrated lecture on guard play. On offense, his guards line up on an even line with the center and tackle, the outside foot slightly to the rear. Like sprinters, they are well up on their fingers. This stance insures them of a quick start with little wasted motion.

When the right guard is playing on the strong side, he pulls out by taking a big cross-over step with his left foot, the opposite leg remaining stationary. The weak-side guard puts his left foot back a little in pulling out and then brings the same foot forward.

To help his guards get out quickly, Harris instructs them to anticipate the "hip" signal. The guards come out driving and then cut up the field, dipping the inside shoulder as they turn to maintain top speed.

Frequently, when the guard and center or the guard and tackle are working together on a man, the offensive pair find themselves fighting each other instead of concentrating on the opponent. To prevent this, one man should concentrate on turning the defensive player while the second man merely establishes contact. When the opponent has been turned, both players really go to work and drive him out.

Harris then outlined the responsibilities incumbent on a good defensive guard. They are:

1. Always know the play and situation.
2. Line up fast, keeping the proper spacing between the guard and tackle.
3. With big yardage to go, loosen up a little.
4. Know the type of tactics your teammates are using.
5. Watch the opposing guard for tips.
6. When playing in a seven-man line, never let the opponent know where you will be.
7. Watch the ball and charge with it.
8. Make use of your hands to prevent the opponent from getting to your legs and to start him in the direction you want him to go.

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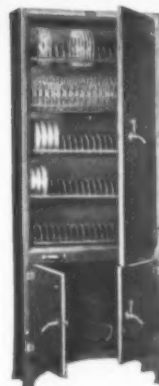
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9. Play one man at a time. When pitted against two, submarine.

10. Except in rare instances or emergencies, never leave your feet.

11. Rush the passer and kicker.

12. Take care of your alley and try to do more than your share.

13. Pile up all interference.

14. Always work the hard way. If an opponent is taking you in, try to go to the outside. If he is taking you out, try to go in.

Defensive tackle play

Harris's tackles assume a good, comfortable stance with the inside foot forward, the tail down and the head up. When playing against an end and wingback, the tackle uses a forearm shiver on the end and drives through the wingback. He studies formations and plays both before charging and during his charge. He is aggressive and crosses the line of scrimmage fast, with hands and feet under control.

Once he has penetrated enemy territory, he moves around so that his teammates can spot him. On passes, he rushes the thrower but exercises caution. Sometimes he drifts and other times he holds up the ends or backs. On punts, he rushes the kicker, coordinating his tactics frequently with a teammate, usually the end or center. Other suggestions laid down by Harris follow:

1. Spill all the interference that can be reached.

2. Be constantly on the alert for reverses.

3. To prevent being mouse-trapped, drive in on a slant.

4. Vary your tactics.

The defensive end

Like the tackle, the defensive end plays with his inside foot forward. He is the guardian of the sideline. He never lets anything go to the outside of him; he turns everything in or makes the play himself. He always gets across the line of scrimmage, pausing momentarily on the other side to diagnose the play. If the interference is massed, he spills it. If only one or two men come at him, he sidesteps and then goes for the runner. When attacked, he always rushes in, using the hands and feet to throw-off and side-step the blockers.

Unless assigned differently, the end rushes the passer hard but watches out for a side-step. If he can reach the thrower before he gets the ball away, the end should tackle high to prevent him from throwing.

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